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ABSTRACT

This book contains four sections of supplementary papers contributed to the tenth international conference of the International Council on Correspondence Education (ICCE); the minutes of the ICCE business section; four chapters dealing with the main conference sub-themes; general conference and ICCE information; and the present ICCE constitution. Fourteen supplementary conference papers are grouped among four areas: (1) the system of distance education; (2) modes of teaching in distance education; (3) distance education and the open learning trend; and (4) student services, student activity, and two-way communication. (CSS)

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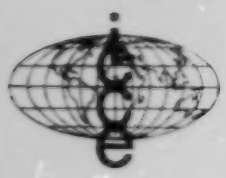

international council
on correspondence education

Edited by Gunnar W. Granholm

The System of Distance Education – vol 2

PAPERS TO THE 10TH ICCE INTERNATIONAL CONFERENCE BRIGHTON GREAT BRITAIN 12–16 MAY 1975 AND

Proceedings

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Preface

The present Proceedings of the 10th ICCE Conference held in Brighton, England, 12 - 16 May, 1975, follows the pattern of Current Issues and Approaches in Distance Education, which summarised the 9th Conference.

This book contains

- four sections of supplementary papers contributed to the conference but not available in time to be included in the pre-conference book
- the minutes of the ICCE business sessions held during the 10th conference
- four chapters attempting to highlight essential parts of the discussions held in connection with the papers delivered on the four main sub-themes of the conference as reflected in the four parts of the pre-conference book The System of Distance Education, and the first sections of this volume
- general information about the 10th conference and about ICCE
- the present constitution of ICCE.

Each contributor to this book is alone responsible for the contents and form of what he/she has written.

In this preface I wish to express my heartfelt thanks to all those who took active part in organising and running the 10th conference, my colleagues on the Executive Committee, the programme chairman, Mr. G. Granholm, responsible for the conference programme, Mr. Erling Ljosa, editor of the pre-conference book, the Hon. Secretary Mr. D.M. Young, now President of ICCE, and the Conference Liaison Officer in England, Mr. L. Cowham, as local organisers, the various sub-committee members, the speakers, chairmen and rapporteurs of the conference. We are all greatly indebted to these people who made the conference what it was.

I wish here to express our sincere thanks to the Mayor and Mayoress of Brighton and the Association of British Correspondence Colleges (ABCC) for their hospitality to the conference participants. ICCE is also grateful to the ABCC for acting as sponsors of the conference. We are further indebted to Dr. E.C. Estabrooke who kindly took a great number of photographs during the conference and gave them to ICCE. Some of them are included in the Proceedings.

The editor of the Proceedings is Mr. Gunnar Granholm, who has thus followed up the conference for the programme of which he was largely responsible.

October 1975

Börje Holmberg
President of ICCE
1972 – 1975

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One of the great men in the history of distance education,

Knute O. Broady,

Honorary President of ICCE,

died before the Tenth ICCE Conference.

ICCE honours his memory in gratitude and respect.

As a visible mark of honour the programme of the Tenth Conference opened with

The Knute O. Broady Memorial Address,

given by Dr. Fred Harvey Harrington on

Distance Education in the World's Future

Knute O. Broady Memorial Address
Words of Remembrance

By Dr. Fred Harvey Harrington,

the Ford Foundation

My last speech in this country was at the University of Leeds, to pay tribute to a major figure in the history of British adult education, Albert Mansbridge. Today I am honored to be able to do the same for one of my distinguished countrymen, Knute O. Broady, who died on November 22, 1974. He was a Past President of your organization, and the only person ever designated as Honorary President of ICCE.

Most of you knew Knute Broady, as I did, too.

Generally those chosen for tributes are flashy types, extroverts, brilliant individuals. Broady was brilliant, but he was a quiet, gentle man, often underappreciated for that reason. But he was effective, in his state and beyond.

In our country the correspondence pioneers were Chicago and Columbia (Knute was a graduate of both). Correspondence work had slipped at both these universities before Broady came along; eventually both dropped out altogether. Broady's University of Nebraska and a few other state universities filled the gap. Knute began with Nebraska, a geographically large, small population state. Eventually hos courses had students in all 50 states, and in nearly twice as many foreign countries.

Broady also worked in other fields, as in organizing Nebraska's magnificent Center for Continuing Education (and he was good at raising money, from the Carnegie and Kellogg Foundations, the private citizens and State government of Nebraska, and the federal government). On the international front, he worked in Jamaica, Venezuela, Turkey and Austria, worked with UNESCO, and with the ICCE, to which he was devoted.

Knute's career covered the years when the correspondence and distance education specialists were struggling for support and recognition. What he did certainly helped to usher in the present age, in which the field has come to triumph. For that triumph, and for the future prospects of correspondence education, we must thank a few individuals, of whom Knute Broady is one. He must not be forgotten.

Dr. Fred Harvey Harrington, Ford Foundation, India, delivers the Knute O. Broady Memorial Address.

Knute O. Broady Memorial Address
Distance Education in the World's Future

Dr. Fred Harvey Harrington

Ford Foundation,
New Delhi,
India

The author summarizes the contents of his paper in three points.

1. Distance educators are a main driving force in the adult revolution.
2. They are to be warned of trouble ahead, on money, on quality, and on the matter of prestige.
3. They must be told that despite their accomplishment they have done a poor job of selling themselves.

In my younger days, when speaking as an historian and academic administrator, I was a professional addressing professionals. But when I talk on distance or correspondence or adult education to a group like yours, I am an amateur speaking to experts.

True, I am involved and committed -- have been for fifteen years, since John Gardner asked me to take an interest in university adult education. But I am not a specialist in your field, and cannot hold forth on the technical side.

What, then, can I as an outsider say to you as insiders?

Three things:

(1) You are to be congratulated on your success, and on your future all over the world. For you in distance education are a main driving force in the adult revolution, which is coming, or is already here.

But (2) you are to be warned of trouble ahead, on money, on quality, and in the matter of prestige.

And (3) you must be told that, despite your accomplishments, you have done a poor job of selling yourselves; that it is your duty to persuade the teaching Establishment and the general public that you play more than a "marginal" role in the world's educational drama.

To elaborate:

(1) You have achieved success despite reversals in the past.

Certainly there have been many disappointments along the way:

-- Correspondence pioneers were optimistic at the turn of the century. William Rainey Harper of Chicago predicted that home study would be half of formal education. But correspondence long failed to live up to its promise, and had an appalling dropout rate.

-- Though much talked about, self-study limped rather than soared. The famous University of London examination system was used more to validate residential instruction in Asian and African institutions than to encourage independent study.

-- However useful for entertainment and propaganda, radio and television were for a long time feeble on the educational side.

-- Some said that another form of distance education -- off-campus or extension classes taught by travelling teachers -- would become unnecessary as new schools and colleges were established everywhere after World War II.

But instead of decline, there has been spectacular progress in distance education, associated with the new democratic forces in education, the need for lifelong learning in our increasingly complicated world, and the determination of developing nations to catch up and forge ahead. As examples:

-- Correspondence instruction has increased by leaps and bounds -- 40 % of all higher education enrolments in the Soviet Union, new courses in dozens of emerging countries.

-- Britain's Open University has caught the imagination of the world. (When I first visited headquarters, another visitor was the Japanese Education Minister). The Open University and similar ventures in Europe and elsewhere have shown that correspondence and broadcast go well together.

-- Radio and television are at long last beginning to do effective educational work, penetrating into remote districts in Australia, getting to hard-to-reach slum children in New York, helping illiterate villagers in Asia, Africa and Latin America.

-- Distance education features both the simplest approaches (e.g., bicycle delivery of books in India); and the most advanced technol-

ogy, tapes, cassettes, two-way telephone hookups, multilanguage satellite broadcasts.

-- New ideas are being tried out with enthusiasm -- credit for life experience and for independent field work; degrees by examination, courses through newspapers, special degrees for adults.

-- Even more impressive is the growing recognition that distance education works best in combination -- some residence work, some independent study; occasional seminars or counselling sessions for correspondence and broadcast students; laboratory and library centers for distance students ("a place to go"); travelling specialists to check on progress and reduce the sense of isolation that is one of distance education's problems.

-- Tying all this together has been the job of research and training leaders in the countries represented at this conference; and they have done well.

Impressive, the more so since one gets the feeling that all this is just the beginning.

But (2) great dangers lie ahead:

-- On the money front. It is quite proper to call attention to the money savings in distance education -- say half the cost of residential instruction. But this can easily be overdone. Distance education gives opportunities to citizens who would not otherwise be students -- hence, however low the expenditure per person, there is an added cost to the educational budget. Besides, the money-saving approach may make public officials reluctant to supply essential preparatory and supervisory costs; or to provide the extra materials and follow-up necessary if one is to reach special disadvantaged groups.

When meagerly financed, distance education can be very bad education.

-- On the quality front. Unfortunately, many educators think of distance education as being for weaker students. Thus, the better students are admitted into residential institutions; those with inferior records or less ability are told to register for correspondence study.

This is unfortunate, for most types of distance education put a heavier burden on the student than does spoon-fed classroom instruction. Yet the idea that distance education is for losers holds on, both in developed and developing countries. Which reduces the effectiveness of distance education, damages its reputation, and makes it difficult to recruit the best teachers and students.

Granted, quite a bit of distance education is of low quality; I have seen miserably bad performances in both hemispheres. In addition to incompetents, there are villains at work; now that distance education is booming, it is attracting the attention of charlatans, and there have already been a few distressing scandals.

Overall, though, honesty prevails, and quality is better than most outsiders know. Some of the new correspondence courses, with recordings and mini-laboratories, are wonders to behold. There are educational television programs in Canada, Europe, Japan and the developing countries that are more imaginative, more up-to-date and more carefully prepared than most classroom courses. Nor can one help being impressed by the ability, motivation and performance of many distance education students -- some of those in continuing professional education, for example, or the women who are using this as a road to emancipation.

-- On the prestige front. Although its image has improved, distance education still has problems of prestige. Liberal arts professors persist in calling it "marginal", "peripheral to the real business of education", inferior to classroom instruction. "Inferior courses taught by inferior teachers to inferior students" a famous scientist told me.

(3) What do do about it? Professionals have long been concerned about the status question. Too often, however, they have accepted -- even echoed -- the statements of their critics. Now that distance education is flourishing, it is time to speak up, to take the offensive, to show doubting educators and those who control educational policy that distance education needs and deserves support. With that support, the field can make a very substantial contribution to the world's future.

Part 1 – contd

The System of Distance Education

Lessons for Distance Education Derived from the Experience of the Open University

Sir Walter Perry, O.B.E. M.D.

Vice-Chancellor,
The Open University,
Milton Keynes,
U.K.

Sir Walter Perry devotes his paper to six lessons that have been learned from the Open University.

Lesson 1. A system like the Open University can, in fact, work although most people didn't believe that when it all began in 1969.

Lesson 2. An important reason for the success of the Open University is that it is not a 100 % distance education system – it rests heavily on summer courses, and students are encouraged and aided to meet their tutors although this is not compulsory.

Lesson 3. The system works best for adults – it relies heavily on the student's level of maturity. Empirical data from the Open University support this conclusion.

Lesson 4. The quality of course materials is absolutely critical with regard both to the quality of content and the quality of presentation.

The Productivity of the academic is, with these requirements, only about two weeks' of student work per full year of work.

Even with some 50.000 students the cost per student is £ 300–350 per year, of which the student pays 15 %. A mutual exchange of good course material ought to be established between open university systems all over the world, helping to improve the selection of courses.

Lesson 5. The different media used cannot be isolated from one another, and certainly television broadcasts defend their place as a small but essential component, although they are the most expensive means of teaching. Open circuit broadcast are important as pacemakers too.

Lesson 6. Although distance teaching systems cannot teach skills they can play an important role in secondary, parauniversity, and continuing education as well as university education – provided it is meant for adults.

INTRODUCTION BY THE CHAIRMAN OF THIS SESSION, PROF. OTTO PETERS, GRUNDUNGSREKTOR, FERN-UNIVERSITÄT HAGEN, THE FEDERAL REPUBLIC OF GERMANY:

Ladies and Gentlemen, since you are all correspondence educators you know perhaps the traditional, practical and very effective advice to correspondence students, i.e. to look at the headline and think a while – what would the author deal with under this particular headline? In order to motivate you I'll ask you to do the same now. You might ponder a little and say, perhaps the author would report about his experience and give the following advice: Be sure to have a government with a clear vision for the educational requirements of the future; a government resolved to pay for innovative experiments and which has the courage to defend them over a period of time. May be, I don't know. Or another recommendation or lesson might be: Be sure to establish and to develop contacts and relationships to many important groups in society. Things which traditional universities have quite often not done in order to have to proper impact on society. May be. Or another lesson: In spite of many critical reflections and drawbacks, try to employ radio och television media and study centres. Their potential contribution has not yet been fully exploited. Or, make full use of careful planning and evaluation procedures. Sometimes they may seem too time and money consuming, but the final outcome is important to the system. Or, I wonder, do not try to accept full-time students, i.e. young students coming directly from secondary schools, because it is very difficult to adopt

a system which is developed for adult education to such students as well. Or, a last idea, try to establish and to foster continuously a common philosophy in order to give a sense of purpose and direction to the teachers of the system as well as to the student.

Now, this was the motivation period. Let us compare this with what we are going to learn here. I should like to say a few words about the Speaker here, Sir Walter Perry. He is the manager of the spectacular achievement ofthe Open University which Mr Harrington referred to this morning. He has already taught his lessons mainly at a distance by writing the two volumes of the Vice Chancellor's Reports. I should like to tell you that whenever I run into difficulties and problems I take out these books and read them. This is truly distance education and I think we should all be very grateful for this excellent service of the Open University. It is certainly a privilege and a pleasure to have you here and I am very happy, ladies and gentlemen, to present to you, Sir Walter Perry.

ADDRESS BY SIR WALTER PERRY

Thank you very much Mr. Chairman. Thank you very much for asking me to be here at your conference. I don't think, however, I am going to talk about any of the lessons that the Chairman mentioned. Perhaps he should take over and give the lessons, as those that he saw are decidedly different from the ones that I thought of.

I thought I would begin by trying to define the term I gather your committee has also tried to define, what distance education is and I came to the conclusion that distance education could only be defined as the opposite of face to face education. If it is successful, then the need for face to face education disappears. It is variously described as taking education to people instead of bringing people to education. It is defined as home based study.

But on the other hand it is true that carrel based, self based instruction on campus is essentially the same as distance teaching in so far as it despenses with face to face education.

The Open University is of course one system created with the clear intention of being a distance teaching system, and what I would like to do is look at one or two of the lessons that I think our experience over four years might make available to others and be generally applicable to all distance teaching systems. Perhaps the most important lesson that the Open University has shown over four years is that such a system can, in fact, work because you have got to go back really to 1969 when it all got going. You have to realise that it did get going despite what Dr. Peters said about a government commitment and some money. It got going amid intense political hostility. It got going amid intense opposition from almost the whole of the Civil Service, who were not sympathetic to innovative systems of higher education. And it got going amid intense academic scepticism. There were very few people anywhere in the country in the conventional universities who thought it would work, and many of them poured ridicule and scorn upon the idea. Only a very very few people believed that it would work and in those days even I was doubtful that it would work really well and I have always been surprised how well it did do.

But the situation now is entirely different. There are some 56,000 students in the system and we have already produced about nine and a half thousand graduates. We employ 2,000 full time staff and 5,000 part time staff. We have now written forty-eight full credit courses, equivalent in American terminology to about 720 credit hours of teaching. So the situation for anyone else, any other country, any other institution looking at the possibility of a distance teaching system is quite different from the situation that existed here in 1969, because the argument that it won't work can no longer be sustained and those who oppose it have got to oppose it on different grounds. That would be my first lesson.

I think the second lesson is that of course it isn't and never has been from the beginning 100 % a distance teaching system. From the start we insisted, largely because of the experience in Armadale in Australia, on compulsory summer schools for a number of courses which bring the student into a face to face situation for one week during the year. And probably because we had cold feet and didn't dare risk too heavy a drop out we said from the beginning that we would provide face to face tutorial help on a remedial basis. In other words we do not insist on students meeting their tutors but we do say that if they are stuck, then they can if they want to. It is quite impossible now to say if the system would have been successful had there been no element of face to face teaching at all. On the other hand, some students do get by without any, or with the very minimum, and many students do not go to their tutors at all and work entirely alone.

The third lesson we have learned was mentioned by the Chairman, that it is undoubtedly true that the system works best for adults. We started off to provide for adults, and a rule, applied almost all the time, is that entrants must be over 21 years old. Looking at the results so far it is quite clear that if you compare the performance of those between 21 and 25 when they start, with the performance of those over 25, the younger people do not have quite such a good record. It is not a dramatic difference but the trend is there. And, because of pressure from the Government in 1970 to take school leavers and thereby to increase the proportion of the school leavers in the country who were getting a higher education, we felt it politically wise to agree to do an experiment to accept a limited number of school leavers into the system and to compare them deliberately with the adult students. This is now the third year of experiment, and the two things that have come out of it are first, that there is a very small demand for distance education from the younger student and second, that they have an even worse record than the 21–25 age group. The qualified school leaver doesn't want to study in the Open University, he wants to study in a residential institution and I for one don't blame him. It is very much more fun and much easier to go to

a regular university, than to try and study at a distance. The second thing that comes out of the experiment is, as I have said, that the 18–21s who do begin have an even worse record in the university than the 21s to 25s. They drop out more frequently and their performance in the final examinations is poorer. So that the factor of maturity does seem to be extremely important for working at home and in isolation. But on the other hand, some of our courses are being used in a College of Education close by to our main campus for perfectly regular school leavers in an on-campus situation, and for them it works perfectly well. The reason I think it works well is because they are supported by the contact they have with their fellow students. They are not in isolation and they get more face to face tuition because staff are on the spot.

A fourth lesson that I would think can be drawn from the experience that we have is our belief (and the evidence for this is subjective rather than objective) that the quality of course materials is absolutely critical to success in this kind of teaching. By quality I mean two things, first of all the quality of content and secondly the quality of presentation. Perhaps the most important thing about the system altogether in terms of the quality of the course content, was the decision at the very beginning not to leave the design of the course in the hands of a professor, or a department, but to give authority for the content of a course to a group called a course team which contains academic staff, educational technologists, radio and television producers, all working to the same end and with a joint responsibility for what is taught and by which medium.

The other factor about the quality of content is the quite staggeringly low productivity per man per year. I was out by a factor of some five or six fold in what I believed an academic could produce as teaching materials for students in one year. Two weeks' work for a student turns out to be the full load for an academic working full time for one year. So that is very time consuming and very expensive.

The quality of presentation I think is equally important. I do not believe working at a distance students will respond nearly so well to an unattractive format and unattractive presentation of material as they will to something produced attractively. It is a question of making use of the techniques well known in advertising. If you have a nice glossy advertisement it pulls in more people than does an unattractive and plain one. And the quality of structure of the presentation is also important calling for responses from the student all the way through. We believe that only for this reason did we succeed in achieving 70–75 % success rates in our courses in many cases with completely unqualified entrants. The very expensive costs of initiating courses of this sort means that to be cost effective they must be spread over a very large number of students. Economy of scale is absolutely critical if it is going to work at all and even with 50,000 students in the system the cost per student per annum is still running at some £300–£320. This means that it is unworkable without a heavy government subsidy because students simply cannot afford to pay that sort of money. Even if some can afford it they will only be a few, and of these many will not pay.

It also follows, I think, that high quality course materials with a high initiation cost like this ought to be interchangeable throughout the world. At the moment Open University courses are being used in some twenty universities and colleges in the United States. They are being used for credit in the degrees of these institutions. In one, the University of Maryland, they are using some sixteen of our forty eight programmes so far and they are actually producing their first graduates next month who will have taken nothing but the Open University courses offered in America. And last year we sold some 300,000 books, course books, so the material is being used widely. What I want to see is other Open Universities producing other courses also with a high initiation cost, (but one that I do not have to pay), and then I can exchange one of mine for one of theirs in translation. By this means one can hope to offer students a much wider spectrum of choice, because with the sort of money we spend we are very limited in the profile of courses that we can offer.

That sort of interchangeability I hope to see come soon. However, the interchangeability of course materials is one thing; the method of transmitting courses another. Methods of transmitting courses to students are not, I find, interchangeable at all because the method that we use is based absolutely on pre-existing British institutions which do not exist in other countries in the same form. We survive because we have the BBC which is available to us. We have the British Post Office which for all the things said about it and brickbats hurled at it, is still reasonably efficient, in the sense that a student can send an essay to a tutor who can send it to the Centre which sends it back to the student in a turn round of 10–14 days. This rapidity of turn round is in my view quite essential to the teaching process because the returned essay is a very important part of the teaching method. We depend also on the availability of the Public Library system in this country which is, if not adequate, at least partially adequate in supplying students with the background reading that is necessary, as the University cannot do it. Factors such as these are not present in every nation to the same degree and the transmission method must therefore be tailored to the existing conditions in any particular country. From what I have said however it will be apparent that I believe that the transmission method is not critical. It does not matter what the transmission-method is if the course materials are good. I would say, therefore, that one should not waste money in developing sophisticated hardware systems. Rather the money should be spent on getting good course materials and using whatever hardware systems exist.

What about the lessons of the relative value of different media? This is a very difficult question to answer because the Open University is a highly integrated multi-media system and it is difficult to separate the effect of one from the effect of another. Assuming that the cost of preparing teaching material is the same, print is the cheapest of the media it can ultimately be put on. Radio adds some, and television adds seven times the cost of what radio adds and is by far the most expensive of all the media. We believe television is a vital part of the courses in science and in technology. If students cannot see

the programmes or can't get copies of the programmes on film we advise them not to take the course. We do not give such advice in subjects other than science and technology. In others we regard it as extremely helpful and useful but not essential. Students are disadvantaged by not having it but we think they can manage without. I think we make the best use of television because it is a scarce resource, and an expensive one. I think only when it is very scarce is it possible to resist the temptation of using it unnecessarily and wastefully. So I do not want very much television because I think if we had too much more we might not do it as well as we do. Perhaps the most important factor about the value of television and radio comparatively, however, is student habit, and our survey of student habit over the past four years is fairly constant in that 94 % of all our students watched the television programmes and many of them watched them twice. Only about 60 % listened to the radio programmes and very few of them listened twice. One final comment about radio. There is a big argument about the value that it has as a pacing mechanism. Because of the regularity of programmes people in an integrated system have to keep their reading up to date with the programmes if they are going to be meaningful. Some of us believe, and I am one of them, that this is one way of keeping a lot of people going more rapidly than they would otherwise. Other people believe that if you could only get away from this pacing, by having cassettes instead of open circuit broadcasts it would enable more people to succeed because they would spread their studies over a different period.

My final lesson concerns how far the range of provision by open distance teaching systems can be extended and here we have some indications. I think we have found, and perhaps we should have known in advance, that you cannot teach skill by a distance teaching method. You cannot teach a plumber how to wipe a joint and you cannot teach a man who wants to be a doctor how to examine a patient. There is in other words a limited range of studies available by distance teaching methods. But there seems to be very little reason why a system like this should not extend out of the field of tertiaryeducation into the fields of secondary education and para-university studies provided that you are all the time aiming at adults and not the younger generation. And there seems no reason whatsoever why it should not be extended into that enormous field of continuing education, – but this is not the place to go into that debate.

It seems to me that there are two ways in which distance education of this sort can do things which regular forms of education cannot. One is that it can use one skilled expert teacher to reach a massive audience and if teachers are in short supply in continuing education – as they are – this can overcome it. And, secondly, you can take people back to school and still leave them at work in ways which are denied to more conventional systems.

QUESTIONS TO SIR WALTER PERRY FROM CONFERENCE DELEGATES:

Q Is OU printed course material intended to be self-contained, or does it require that the student follow the broadcasts as a matter of necessity?

A It deliberately is not self-contained in the sense that it is supposed to be an integrated package that combines the television and the radio and the correspondence material, but as I was trying to say, in those courses which are not in science and technology, students can get by without the radio and television on the correspondence material alone. This was not our intention. We didn't deliberately try to make it impossible, but it certainly was not an intention to make the correspondence material self-contained. As it has turned out for quite a lot of students it has been self-contained and they get by without television and radio.

Q I understand that there are no formal entry requirements, but do you not even employ a pre-test to find out who might be capable of study? If not, how do you avoid a stampede of prospective students?

A No there are no entry requirements whatsoever. The situation is that if you are over 21 you may apply provided that you can understand the application form and fill it in. That's perhaps not quite as easy as it may sound. The number of students in the first four years who had got less than the entry requirement for the other British Universities, were about one third of the total number of people who came. The other two thirds did have, or had had at some time in the past, normal entry requirements for British Universities. If one compares the performance of the qualified with the unqualified one finds no difference at all in all the subjects in the Humanities, Social Sciences and Education. The unqualified do just as well. In Science and Technology they do rather less well and in Mathematics they do very badly indeed by comparison with the qualified.

I think the number of students may sound very small but the number of students is controlled not by the application rate but by the amount of money the government provides to the University as a subvention. The Government pays 85 % of the total cost and the student only 15 %. Therefore the size of the government grant determines the number of applicants who are admitted. If you take the total demand in the country it's running at the moment at about 50,000 applications per annum, so that if we took them all we'd have a total student population of about a quarter of a million.

Q How do you decide which of the 50,000 applicants will go to your University?

A It's first come first served.

Q May students outside Britain enrol with the OU, and do you run a training programme for overseas distance educators?

A We can't open our doors to students outside Britain for two reasons. One is that the television signal doesn't go beyond the shores and secondly because the government wouldn't really be very pleased to subvent education outside Britain. So we can only do it if countries ask us to provide courses that they pay for and then give credit for. The second question was training of people from outside. We do this already. We do it not as a course offered for credit. We do it through our Consultancy Service by taking teams of people from other countries who come and spend time and learn the system on the spot. In other words, we are not training distance educators by distance teaching.

Q Do you cater for post-graduate students as well. If not, do they find it difficult to continue their studies at other universities?

A Well I feel its very early days and we haven't done very much. Most of these graduates got their qualification either in December of last year, that's four months ago, or sixteen months ago. In other words its only really two years of throughput. Most of the early graduates came in with entrance qualifications and experience of higher education before they came to the Open University and got some advanced standing which is why they have gone through faster than the normal time for a totally unqualified entrant. It probably will take an average of five to six years for a totally unqualified entrant to get a degree and we have only been going four so that most of our graduates so far come from occupational groups like school teachers who have upgraded themselves from non-graduate to graduate status. Laboratory technicians, people working in the Civil Service and other groups of this sort have gone on working in their same job but get promotion and many have had promotion as a result of getting degrees. In other words there has not been a real impact on the new job market yet and we don't know what the results of that will be. We do have evidence, though not statistical (it is mostly hearsay gathered from many students and from our colleagues in other universities), and as far as we know there are people taking post graduate second degrees in almost every university in Britain – certainly in Oxford and Cambridge and most of the other big ones. So that there has never been a resistance on the part of the academic establishment to taking on our graduates, just as they'd take graduates of any other institution.

Q Have you considered distributing radio and television programmes on cassettes to the students?

A I think the answer at the moment is »No«. We do have them of course on cassettes and films but not for the purpose of sending to individual students. These cassettes and films are provided in our Study Centres and our Regional Offices as a library from which a student can draw a copy in order to revise or see again something he missed. The problem about going on to cassettes is, as I said earlier, that the cost of producing a television programme, is very much higher than any other form of media. But the cost of transmitting on open circuit a programme already made, is infinitely smaller per head of the student population than any other form of transmission or distribution available. The cost of sending cassettes to individual students is quite prohibitive in any system. Now it may be that the further developments of floppy discs, the floppy video discs or something of the sort may come in and make it compete with open circuit transmission. Open circuit broadcasting time is cheap but it is very very scarce and all the time you are between the devil and the deep blue sea, you can't afford to do anything else but you can only do a limited amount because there is not enough time.

Q We know that the conventional lecturer has to review his lectures fairly often to keep up with the changes in society and in his subject with everything printed and recorded, are you not afraid of becoming a slave of your materials?

A I think there are very real problems here. I don't know that I would call it being the slave of ones material, but the more courses that one produces, the more maintanance work on the courses has to be put in. Each year we allow about 10 % of the initiation cost to maintain that course. At the moment we have got forty-eight courses and we have a plan of eighty-nine altogether, so we're just over half way there, but we will reach the eighty-nine very much more slowly than we reached the forty-eight because of the total staff effort of which a bigger proportion goes into maintenance and remakes each year. What we've suddenly become aware of as a problem for the future is that once you reach the plethora level you reach the steady state. There is no longer quite the same excitement for staff in re-doing a course as there was in making it in the first instance. That I think can be over-stated in the sense that one of the courses already re-made, the first year course in Social Science, is unrecognizable as a new edition of the first one, it is, in fact, a totally new course which has been produced and this is probably an indication of the desire of academics to change things just for the sake of change in self-stimulation. I don't think this is a bad thing except that its a very much more expensive thing than going on using what is adequate and just making new bits where the new bits are necessary. I think we will find out how that goes in the future.

The Carnegie Education Series Report on Correspondence Instruction in the U.S. — An Appraisal

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The authors of this paper published in 1968 a report of a two-year study, financed by the Carnegie Cooperation entitled 'Correspondence Education in the United States' (New York, McGraw-Hill Book Company, 1968). In this paper, the recommendations made in 1968 will be appraised in terms of the more recent developments among the agencies and institutions involved in the field of correspondence instruction.

A conclusion of the authors is that much of what was suggested has now become a reality, but there is still a fair amount to be done before it could be said that most of the recommendations have been implemented. 'Unfortunately there are substantial numbers that continue in the rut of tradition, but these are neither the leaders nor the opinion makers who will eventually cause an improvement in correspondence instruction. The alert educator will use it where it is needed and in those situations where it can make its own unique contribution. As an integrated part of the educational system as a whole, correspondence instruction can prove its worth'.

The authors urge distant educators to

a) end the isolation of correspondence instruction in the field of education
b) adopt the systems approach in course development
c) foster research in correspondence instruction as a joint effort
d) remove costly duplication
e) participate in state planning
f) produce quality or close down the correspondence instruction department
g) accredit correspondence instruction programmes independently of government accreditation
h) establish an examining university
i) protect the correspondence instruction consumer
g) cooperate professionally on correspondence instruction tasks.

A number of statements in the paper merit particular attention. On the issue of research they state 'a basic input for. . . leadership is simply found in the new concepts and solutions derived from research. The lack-luster alternative of followership requires no such commitment. Because of the significance of research to progress in the area of educational problems, issues, and methods and because of the accompanying demand for expertise and resourses, (the author's) recommended that all correspondence instruction institutions jointly set up an independent research institute. The institute would tackle urgent problems that concern the entire field of correspondence instruction.'

'Most correspondence officials suggest that "research" on internal problems goes on continuously; very little is ever shared'.

On the issue of professional cooperation they state, '(Prior to 1968) there was very little, if any, interface among the different correspondence instruction groups at annual conferences. . . Fortunately there has been a gradual breakdown in this separatist posture – primarily through a common affiliation of correspondence instruction groups in

the International Council on Correspondence Education (ICCE). The ICCE, meeting every few years, has had a catalytic influence in breaking down barriers of distrust and establishing lines of communication and growing professional respect'.

An extensive bibliography with reference notes is published with the article.

THE DEFINITIVE STUDY

In the mid-1[illegible]'s the American Council on Education and the National Commission on Accrediting co-sponsored a definitive, nationwide study of the problems and potential of correspondence instruction (c/i).[1] Sensing the growing significance of nontraditional approaches to learning as well as the myths and misinformation surrounding c/i, the Carnegie Corporation financed the two-year study with a generous grant. The results of this study, the Correspondence Education Research Project (CERP), were published in 1963.[2] The scope of the research included c/i offered in these nine institutional areas: military services, private home study schools, USAFI, universities, federal and state governments, religious organizations, business and industry, professional associations, and labor unions.

COMMONALITY OF VARIANCE

Millions of external students were being served, adequately and inadequately, by c/i programs which varied mightily in rationale and purpose, organization and operation, subjects and service, standards and evaluation. For example:

Purpose. (1) The goals of the c/i operation throughout the nine institutional areas ranged from professional upgrading to proselyting, from philanthropy to profit; and from licensure to liberating the mind; and (2) some c/i administrators were articulate about a purpose, others were not.

Operations. (1) There were excellent operations and fraudulent ones, with hundreds of c/i offerings in between; (2) annual budgets ranged from a few hundred to several million dollars; (3) the amount expended on promotion extended from 1 to nearly 60 percent; and (4) some schools were independent while others were dependent upon an external, centralized control.

Students. (1) The students ranged in age from six to eighty-six; (2) a minority took academic courses for credit, but the majority registered for noncredit vocational training; (3) very few students were screened before being registered for courses, generally they decided their own competence in terms of course requirements; and (4) student completions ranged from 10 to 75 percent, nonstarts from 1 to 50 percent.

Subjects. (1) C/I subject matter ranged from internal medicine and highly technical weaponry systems to the repair of pots and pans; (2) some courses required a two-week period of study, others required several months – even years; and (3) a number of subjects were presented in attractive and well-written syllabi, while others were shabby in both appearance and content.

Service. (1) Lesson feedback to students was rapid to painfully slow; (2) military students had access to educational counselors, yet other millions did not; and (3) lesson service was provided by clerks checking off objective responses to distinguished professors writing (maybe) stimulating thoughts in lesson margins.

Standards. (1) A very few schools used proctored examinations, most of them did not; (2) a number of the schools were under the umbrella of accreditation, but accreditation varied considerably; and (3) throughout the c/i field practica' guidelines appeared more dominant than professional standards, although that varied, too.

The present authors were aware that diversification among c/i programs in the nine institutional areas was to be expected – even desirable in some respects. To the extent that such deviation contributed to the students' fallibility, frustration, and failure, the research team critically analyzed the factors of variability.

CERP RECOMMENDATIONS

The authors concluded their report on c/i with a series of recommendations which were directed toward the dubious elements of deviation and the general problems in the field of c/i. The recommendations were offered in the spirit of constructive advice and in the hope that they would receive thoughtful consideration and positive action from those who are in a position to influence c/i, its present operation, and future improvement.

Nearly eight years have elapsed since the recommendations were presented in the first five-volume report on CERP. The purpose of the present monograph is to explore the notable changes that have occurred in c/i and appraise the recommendations made by CERP in terms of developments for the purpose of upgrading c/i as an instructional mode and bringing it within the educational mainstream as a viable component of the total system.

The Carnegie Educational Series report on CERP received fairly widespread reviews, domestically and abroad; these reviews were both critical and commendatory in tone as was anticipated in a broad treatment of an inter-institutional instructional mode. The most significant observation which dealt directly with the CERP recommendations was made by Dr. Gayle B. Childs, Chairman of the Committee on Research, before a group of about 200 international c/i professionals meeting at the Eighth International Conference on Correspondence Education in Paris:

> This report (Correspondence Education in the United States) constitutes a major contribution to information about, and understanding of, correspondence study in the United States. It is easily the single most comprehensive source of information on this subject. It is straight-forward and unbiased even though few of the people in the general classification of "suppliers" would agree with every statement and every conclusion in the report.
>
> . . . I believe one of the great strengths of the report lies in the suggestions and recommendations regarding how correspondence study may be improved. . . . My concern is that they have so far not received as much attention from correspondence educators or from the general educational community as they deserve.[3]

Childs, who has a worldwide reputation among his peers for research and publication in c/i, made the above observation following a release of the CERP recommendations to the c/i fraternity. In his statement to the international body, Childs reflected at least two concerns of the authors: (1) that the Carnegie report and recommendations be read and later debated in c/i forums and literature, and (2) that action be taken promptly on those tasks and recommendations which fall within the province of the c/i practitioners.

Throughout the sections that follow, the recommendations made in 1963 will be appraised in terms of the more recent developments among the agencies and institutions involved in the field of c/i. The sectional headings focus the effort of appraisal upon the major concerns of CERP.

End the isolation of c/i. Early in their research, CERP investigators became keenly aware of an isolation syndrome that permeated the professional life of c/i practitioners. Throughout the literature of c/i, including official reports of conventions and institutes, there runs an unmistakeble theme of imposed isolation. Research design in c/i reflects this separateness; investigators generally contrast correspondence with resident instruction. The ever-present advantage-disadvantage syndrome in proselyting media further exaggerates the concept of a dichotomy.

In 1960, the first issue of The Home Study Review contained an article that bristled with annoyance: "Must Home Study Be a Step-child of Education?" The author and editor, Robert Allen, attacked the pecking order which placed c/i "at the bottom of the education ladder". He challenged certain myths about correspondence and resident study with known facts and with the cumulative experience of millions of students in proprietary schools. Allen stated editorially as well:

> The question is no longer whether correspondence education is good or bad. It is rather one of how we can best utilize it to supplement, advance, and assist in the total educational process. . .[4]

In response to Allen's thesis, Leonard Stein sharply analyzed the step-child image and what he saw as self-imposed isolation.[5] Stein placed major responsibility upon all c/i administrators insofar (1) as they lacked professional vibrance, (2) as they failed to innovate and do research, (3) as they offered low-quality programs or cheated the public, and (4) as they passed off all criticism as prejudice.

Shortly thereafter, CERP investigators were studying such issues as image and isolation in c/i. It appeared to these outsiders that the significant contributions and productive relationships occurred when c/i practitioners were coordinating their efforts with educators on some problem mithin the educational system. The Benton Harbor Plan (1922), which brought vocational training to many classroom students over the years, grew out of the cooperation of a Michigan school district and the American School in Chicago. A similar pioneer program, Supervised Correspondence Study, which originated at the University of Nebraska, enriched the regular high school programs of thousands of classroom students.

From 1945 to 1974 – through cooperation and coordination with state school systems and universities – USAFI helped thousands of military-civilian personnel to continue their education, to have access to improved instructional materials, and to validate competencies through improved examinations.[6]

A promising development – and a striking fulfillment of the CERP recommendation on coordination – is the recent organization of the Defense Activity for Non-Traditional Education Support (DANTES) by the Department of Defense. Upon the disestablishment of USAFI on May 31, 1974, the Department of Defense designated the Navy (Ellyson Center, Pensacola, Florida) as the executive agent to carry on part of the USAFI support functions and to facilitate a better interface with the civilian education community.

DANTES is not primarily a developer of testing or of c/i material; rather, it is a consumer advocate and quality control agent representing military men and women to the civilian education and industrial communities. DANTES offers a "broad platform for development and a very large client group for potential implementation and sound innovation" in education. Primary concerns for its clients are (1) competency testing (GED) and credit by examination (CLEP) and (2) independent study of self-study, with high-utilization courses to be made available in the self-study mode through civilian and military suppliers.

Not a developer or processor of courses, DANTES will seek to (1) utilize existing high-quality self-study courses, (2) negotiate for civilian and military department development of c/i courses – especially in the technical areas leading to the associate of science degree and to vocational certification and licensure, (3) establish transferability of credit or tested competence to a degree- or certificate-granting institution, (4) obtain accreditation of certain military training courses and programs by regional accrediting associations, (5) obtain reviews of c/i courses by the Office of Educational Credit (OEC) of the American Council on Education, and (6) develop criteria that measure the utility of a course or program in assisting the military

man or woman in getting a civilian job, holding that job, and being promoted.

By 1976 DANTES anticipates its coordination with the civilian educational community and its linkage to the civilian industrial community will be operating to the benefit of its highly mobile clientele.[7] CERP applauds this effort to forsake isolation for an effective role within the educational mainstream.

All of these educational landmarks were the product of cooperation between c/i practitioners and classroom teacher-administrators.

During the latter half of the 1970's, institutions using the traditional c/i mode will have compelling reasons for becoming adaptive and innovative within the larger system. The heavy student workload and the structured learning routine typical of c/i is suddenly facing competition from a variety of independent study modes. The c/i specialist understands self-pacing; but what about individualized instruction which frees the student from single-channel sensory learning and introduces multimedia, or self-selection in activities which provide another degree of freedom in learning? Against such competition, will home study prosper – unchanged and isolated?

CERP, convinced there was an adaptive role for c/i within the system, recommended in 1968 that c/i be integrated into the educational effort of the nation as a flexible component in educational planning. What has happened in the interim?

The name independent study is showing up in catalogs and literature where home study once appeared. However, these same catalogs indicate there is little or no change in course offerings or the traditional methodology. On the other hand, the future direction c/i should take has been a pervasive issue since 1969 at conventions of c/i administrators – excepting those in the Armed Forces where change in programs and method is a way of life.

One of the more perceptive analyses (paraphrased below in summary form) was bade by David C. Etter in 1972 when he posed the question: "Can correspondence study (c/s) as presently constituted be a viable part of the new alternatives and programs in education?"[8]

> That presently constituted c/s is not gaining viability with such alternatives to traditional education as the external degree and the open university is said to be the result of these factors: (1) association (c/s, generally assumed to be the rough historical equivalent of the classroom lecture, is up for reviews because the lecture is being attacked for its instructional impotency), (2) obsolescence (c/s is being given an image of obsolescence by newer alternatives which not only avoid the method but the use of the term itself), and (3) administration (the most critical c/s problems are slowness of response and lack of topicality, difficulty of obtaining good writers and instructors, lack of pay and prestige in c/s, and administrative delays).

After having discussed the major impurities of c/s Etter suggested three directions that administrators might take:

> (1) independence (to remain unchanged, though less viable, and serve in a declining but continuing role); (2) affiliation (to affiliate with private media companies thereby increasing the range of available media and market); and (3) absorption (to become a part of a multifaceted learning operation and disappear as a separate operation).

The CERP recommendation, apparently in the discussion stage (1972), urged that c/i in general become an integrated part of the educational mainstream; this would mean avoiding the propagation of a separative, a staid, and a step-child image; and it would also mean the making of the flexible c/i mode more viable with alternative designs supported by adjunct media.

Adopt the systems approach. The implication of alternative designs and adjunct media led to a second major recommendation: all administrators of c/i should consider taking a systems approach toward meeting their educational objectives, using those combinations of methods and media which achieve given objectives within a feasible cost structure. It was assumed by CERP that since the systems approach could provide an increasing role for individual study, the flexible c/i method would prove to be the best means for controlling and unifying the components of the system; moreover, its control could come under the aegis of c/i professionals who have at their disposal nearly 100 years of accumulated knowhow.

Concern has been expressed about the disappearance of c/i if it is modified in a systems context. The fact that a student who calls his instructor by telephone eight times – instead of using the mail – might seriously modify the correspondence method is not the basic issue. In reality, all the student might have done is improve his learning experience. The never-ending search to improve learning is the reason for introducing new components into the system. Even if the experimental mix fails, improvement of learning has often been well served.[9]

A form of the systems approach has been used by c/i administrators for some time – but that was prior to the existence of multimethods and multimedia resources with which to attain specified objectives. ICS, a prominent proprietary school, has for many years tailored management courses to meet particular problems of business firms. The Extension Course Institute (ECI), one of the larger c/i operations in the Armed Forces, has developed some exciting instructional systems. A number of experiments, involving few variables in terms of method and media, are currently under way in U.S. For example:

1. Computer assisted lesson service at ECI as well as feedback on student remedial learning needs with suggested areas of supplemental study is designed to provide the learner with useful progress evaluation and instructional aid, reduce lesson turnaround time, and cut grading costs.

2. Resident-distance instruction at the University of Kansas in a block of engineering courses is designed with a systems approach in melding c/i, resident seminars, TV presentations, video tapes, programmed texts, and course syllabi.
3. The American Society of Abdominal Surgeons presents its Surgical Study Courses (home study) by means of audio-visual cartridges along with cassettes for special topics. It appears these techniques are increasing participation in continuing surgical education wherein professional time constraints are intense.
4. A course in family development at Indian University combines within the c/i format a personal visit by the instructor, limited closed circuit TV transmissions, and two-way student-instructor communiciation at the conclusion of the broadcasts. Also a part of this media mix is the toll-free (WATS) telephone service provided to all Indian c/i students and their instructors by the Independent Study Division at Bloomington.

Likely the most substantial attempt to develop a multimedia learning system was the Articulated Instructional Media (AIM) project at Wisconsin. This four-year project, which originated in 1964 under the direction of Charles A. Wedemeyer, received $387,000 support from the Carnegie Corporation. AIM demonstrated that media and methods – old and new – can be combined strategically to provide integrated, sequential learning in broad curricular areas for external students. Modified forms of c/i were used in a number of the articulated programs. One of the AIM conclusions touches on the innovative lag in c/i:

> Correspondence study, in origin an innovative and experimental program, has become in most universities a rigid and restricted program which does not innovate and experiment chiefly because it must follow residence.[10]

Perhaps the events which have forced higher education to investigate and experiment with independent study modes and media will open the door for capable and creative c/i administrators to once again assume the role of leaders in providing quality instruction to meet the needs of external students and adults.

Foster research in c/i. A basic input for this leadership is to be found in the new concepts and solutions derived from research. The lackluster alternative of followership requires no such commitment. Because of the significance of research to progress in the area of educational problems, issues, and methods and because of the accompanying demand for expertise and resources, CERP recommended that all c/i institutions jointly set up an independent research institute. The institute would tackle urgent problems that concerned the entire field of c/i.

The research expertise would become available with the availability of funds. CERP further suggested that funds be made available by the substantial proprietary schools, business organizations which benefit from trained recruits, universities, and governmental agencies. Easily documented is the fact that responsible proprietary school administrators have urged a unified attack on common problems many times in the past. Nothing happened. Cooperation (discussed in a separate section) had to await more open minds and a more opportune time.

Most c/i officials suggest that "research" on internal problems goes on continuously; very little is ever shared. The Armed Services work on their own problems; business and professional associations also investigate their own; and results from any of it are difficult to acquire.

A very useful review of c/i research developments up to the 1960's was published by the National Home Study Council in cooperation with the ERIC Clearingshouse on Adult Education in 1971. For the researcher's convenience David E. Mathieseon, the author, presents digests of findings from a significant body of research and development literature. A bibliography of more recent studies together with comment appears in the final section of this book.[11]

Papers presented at the May 14–19, 1972, conference of the International Council on Correspondence Education (ICCE) clearly indicate that research in the c/i field has changed little since Gayle B. Childs, an international authority on c/i research, reported on its status before an ICCE meeting in 1969:

> At the time of the Seventh International Conference held in Stockholm in 1965, I prepared a paper on research in the field of correspondence study. . . In that paper I made the statement that "it is probably safe to say that if one were to make a list of the areas of notable achievement in the correspondence study field, research would not head the list." I am afraid that today, four years later, one would be on equally safe ground in making that statement.[12]

Remove costly duplication. If c/i operations were involved in research and if one study were directed to the problems and the parameters of course duplication among the NUEA member schools, the researchers would be overwhelmed with the waste in professional energy and educational resources – both of which are in extremely short supply. It seemed incongruent in 1965 that 64 c/i institutions[13] which emphasized "equality of educational opportunity" as a basic tenet in their rationale would concentrate their funds in costly duplication of introductory courses (e.g., 52 duplicated in accounting, 52 in American government, 56 in American history, 50 in economics, 52 in sociology, etc.). CERP recommended that this uneconomical course duplication be reduced through collaboration of groups of schools, through a degree of specialization, and through making the centrally prepared courses available to other institutions as an appropriate cost basis.

The likelihood of this happening soon seemed remote a decade ago;[14] unfortunately, the recommendations of the 1963 Conference on Inter-Institutional Cooperation (CIC) were never implemented.[15] However, the current interest in cost effectiveness throughout higher education is causing administrators to examine some of these long-neglected problems of costs and consequences in c/i. A number of ideas for cutting duplicative costs while improving course materials and methods have been proposed recently by c/i administrators.

1. A group of 11 major state universities and the Xerox Corporation established a cooperative institutional effort called the University Independent Study (UIS) program. The UIS proposed to develop a series of college-level courses to be made available to students at a national enrollment center. The enrollee would be free to matriculate with the participating university of his choice.[16]

   Difficulty and delay developed when the individual universities faced the need to provide substantial budgets without local faculty participation and influence. The UIS is quietly dissolving.

2. More persistent, but little more productive in c/i developments, is the above-mentioned CIC – a consortium of major midwestern universities. Six members of the CIC offer independent study courses.

University of Illinois	University of Michigan
Indiana University	University of Minnesota
University of Iowa	University of Wisconsin

   A recent survey of these six institutions revealed several different forms of c/i cooperation. For instance, Iowa is using a course developed at Wisconsin and Wisconsin is using a course developed at Iowa. Iowa has also sold courses to the University of Minnesota, and other universities. Minnesota has jointly developed courses in journalism and mathematics with Wisconsin. This mathematics course is also used by the University of California.[17]

   The CIC Panel on Independent (Correspondence) Study, has prepared a plan for the cooperative production of 26 upper-division courses in the liberal arts. Each course will be produced by a team of scholars in consultation with media specialists and will be available for distribution on a royalty basis by universities across the country. The Panel hopes to apply the principle of joint course development to the revision of over 400 independent study courses already produced by the six CIC institutions.

   Writing about these projections, Dr. John L. Davies, Director of Instructional Services at the University of Iowa, observed, "It takes a long time for an excellent idea (such as joint course development) to gain acceptance."[18]

Fully aware that not too many years ago heads of c/i departments were reluctant to exchange even single copies of their syllabi, CERP encourages these joint efforts. That quality materials can be prepared and sold by a single institution at a savings to other schools was demonstrated long ago; the University of Nebraska supervised home study materials and certain ICS vocational courses are notable cases in point. However, it should be noted that commercially prepared materials often exhibit drawbacks if developed without the benefit of c/i expertise.

Participate in state planning. Because of the uneconomical overlap in c/i services, wasteful competition,[19] and a dearth of state funds to support such duplication, CERP recommended that state educational planners and c/i administrators work together on projecting a more strategically balanced role for independent study on a statewide basis. It has been demonstrated that service to students can be improved greatly for less money through statewide planning.

Unlike Georgia and Oregon which have statewide Independent Study systems with the capacity to plan and draw upon the resources of the state's colleges and universities, most states are denied the benefits of coordinated planning. A few state institutions are aiding external students by cooperating in the establishment of centers; the statewide system in Kentucky and Tennessee are good examples of this one service. The beneficial service of New York State's College Proficiency Examinations is well known to c/i students in that state. The University of Kansas and five other Kansas state schools have established study centers where information service, some counselling, and proctoring of examinations are available to students who wish to learn about and complete work through independent study.

The first steps have not yet been taken in most states by c/i administrators to cooperate statewide in plans (1) to keep state agencies and high school counselors well informed about independent study, (2) to explore ways of reducing duplication, (3) to participate in state considerations of a nationwide compact in c/i, and (4) to update and rigorously enforce the state regulation of diploma mills which degrade the image of self-study programs in general.

Produce quality or close c/i department. The NUEA C/S Newsletter of March, 1960, noted the termination of departments at the University of Omaha and the University of Hawaii. The reasons given for the closings were: (1) small programs, (2) few completion, (3) outdated course guides, (4) inadequate funds for revisions, (5) income derived mostly from non-completionspeople who did not benefit, and (6) ample c/i courses available elsewhere.[20] CERP checked with about twenty smaller colleges which terminated departments in the early 1960's; reasons for closing followed the pattern above, stressing lack of time and low pay for an already overworked faculty which seemingly had other interests.[21]

The phasing out in 1963–64 of the large Home Study Department (HSD) at the University of Chicago came as a shock to the university c/i group. The HSD, which had been in operation since 1892, was the brainchild of President William Rainey Harper – the father of home study. In Dr. Leonard S. Stein the HSD had what too many

c/i schools and departments lacked: a productive, professional director; his sharp analyses of self-study problems stand out refreshingly in the literature. The problem at Chicago was not lack of leadership and the closing contains a message for all university administrations.

Chicago was not satisfied with long-run HSD developments, and the university faculty felt substantially responsible. In the main: (1) the Chicago faculty members were not teaching the HSD courses; (2) many of the courses which had multiplied over the years were outdated and little used; (3) funds for revision and new program development were not allocated; (4) much of the HSD credit was not accepted by the University of Chicago toward its own degrees; and (5) the faculty felt strongly that Chicago was duplicating the work of other universities – especially the Big Ten schools.[22]

The situation at Chicago was not unique. Other universities were limiting financial c/i support, limiting or denying c/i credit, limiting c/i recognition, limiting significant faculty participation – yet permitting c/i operations to continue under these dubious circumstances.

CERP recommended that since universities occupy a position at the pinnacle of American education, it is of critical importance that their c/i programs be of the best quality. Therefore, a university which cannot or will not make a quality investment in its c/i department is urged to close out the department and leave this important service to superior departments at other universities.

Apparently fewer terminations have occurred since this recommendation was made than occurred in the first part of the decade. A few departments have dropped their membership in the NUEA; for the most part these schools have also terminated their services. Nevertheless, this recommendation is still valid and still directed toward universities which should either make their c/i programs a viable part of the growing movement to independent study of terminate them.

Accredit c/i independently. CERP recognized that because of the great variation in the quality of correspondence courses, it was essential that a means be provided for the independent accreditation of those programs which offer work through c/i. CERP recommended that the American Council on Education (ACE) and the National Commission on Accrediting (NCA) take the leadership in exploring ways in which this could be accomplished. In the seven years which have elapsed since CERP's recommendation, little has happened to clarify the accrediting picture. However, there is renewed activity on several fronts and although the situation seems confusing perhaps it is the prelude to an eventual clarification of accrediting responsibilities.

There have been developments on the positive side. In 1975 NCA and the Federation of Regional Accrediting Commissions of Higher Education (FRACHE) merged to form the Council on Postsecondary Accreditation (COPA). The new organization brings together about all of the post-secondary educational institutes including the military, employee education, proprietary, and public institutions.

The Accrediting Commission of the National Home Study Council, having been recognized by NCA in 1973, and earlier by USOE, has a seat on COPA's board. The NHSC Commission reports that 134 of the private home study schools meet its standards; it is estimated that these schools serve 75 % of the students who enroll in this type of school. There are probably more than 600 proprietary correspondence schools outside the fold of NHSC, serving the other 25 %.[23]

The NHSC Accrediting Commission has stepped out in a vacuum and broadened its scope. In November 1974 it changed its policy and will now accept applications for accreditation from public as well as private correspondence schools. The U.S. Air Force's Extension Course Institute with its 245,000-plus students has applied for recognition.[24] It is an open question whether NHSC's Accrediting Commission will have jurisdiction over correspondence programs in the military and in the colleges and universities. One of the tasks facing COPA is the redefining of the jurisdictions of accrediting agencies.[25]

Establish a national voluntary organization to coordinate educational accrediting activities. CERP recommended that an organization which would be empowered "to recognize and coordinate accrediting activities of agencies in fields in which accrediting serves the public interest" be established, as an independent agency, i.e., not under government control. CERP envisioned that this agency, possibly an enlargement and extension of NCA, would include "a division for higher education, another for secondary schools, and a third for trade, technical and home study schools." Such an agency would then be in truth a national commission for accrediting, and would "obviate the need for USOE to become increasingly involved in matters of accrediting each time a new federal program of aid to education is enacted."

CERP hoped that the colleges and universities would assume leadership for this development. Failing that, it recommended the establishment of a commission parallel to NCA for monitoring accrediting agencies not recognized by NCA, and commented: "The alternative would appear to be a further extension of federal evaluation of educational quality."

This recommendation of an independent, voluntary agency concerned with accreditation of programs on all levels does not appear likely of attainment in the foreseeable future. With the current emphasis on consumerism, the Office of Education has proposed new and stiffened regulations for recognition of accrediting bodies. USOE believes the independence of accrediting agencies, i.e., freedom from outside pressures, will be strengthened through a review of the composition of the agencies and by providing for public accountability of the agencies.[26]

Establish an examining university. Because of the growing interest in other non-traditional forms of education, it becomes increasingly important that there be some method for determining acceptable standards for all non-traditional programs and for evaluating performance of students who select these routes to learning and wish to have their exposures reflected in transferable credit and perhaps receive a degree.

CERP recommended that a national examining university be organized and have among its functions the establishment of standards for informal courses, accreditation of courses, and the testing and validating of educational experience (however gained) in terms of units, credits, or some other measure acceptable to the academic world and in keeping with our educational tradition.

The functions which CERP envisions for a national examining university are now performed in part by a growing number of agencies.

(1) CEC. The Commission on Accreditation of Service Experiences (CASE), sponsored by the American Council on Education, has given way to ACE's Commission on Education Credit (CEC). The Commission is publishing a new guide which broadens its scope. Not only will it continue to evaluate service courses on the baccalaureate level, but it will also make recommendations on vocational and associate level service-connected experience at one end of the spectrum, and on service-connected upper division baccalaureate and graduate level courses at the other.

Another interesting thrust CEC has under study is the validation of present non-credit-type programs offered by agencies whose principal business is not education. Courses offered by business and industry to improve performance of their personnel would qualify for CEC's consideration whereas courses offered by private home study schools and institutions whose primary business is education, would not.

(2) CLEP. Home study students can achieve collegiate recognition for some of their work through the College Level Examination Program (CLEP) sponsored by the College Entrance Examination Board. ACE's Commission on Education Credit is renorming CLEP examinations and expects to complete the task in the Fall of 1975.

(3) NOCTI. The National Occupation Testing Institute (NOCTI), sponsored by the Educational Testing Service at Princeton, offers a similar service in occupational fields.

(4) State agencies. There are other opportunities for gaining credit recognition as for example through such agencies as New York State's Board of Regent's College Proficiency Examination program (CPE) and New Jersey's Thomas A. Edison College.

(5) CAEL. Educational Testing Service in 1974 launched a new project titled Cooperative Assessment of Experiential Learning (CAEL). In general, CAEL hopes to come up with assessment techniques for measuring learning not otherwise validated. It is directed toward validating learning gained from experience that has to be articulated and measured in a degree program.

(6) Standards research. The U.S. Office of Education's Fund for the Improvement of Post Secondary Education (FIPSE) made a one-year grant effective July 1, 1974 to the McGraw-Hill Continuing Education Center to develop standards to evaluate correspondence-based collegiate degree programs offered by correspondence institutions. According to Milton Gussow, who directs the study, the standards may apply equally well to private home study schools and collegiate correspondence offerings. He believes the proposed standards will provide regional accrediting agencies with a measure to evaluate an institution's correspondence instruction program.[27]

Lacking is a central agency to provide uniformity and insure quality. CERP had recommended that agencies of impeccable reputation such as ACE and NCA sponsor "a national examining. . . university to validate the educational experiences of the external student and to grant degrees." While this recommendation still holds, the reality of its implementation seems unlikely at this point.

ACE is reluctant to take on this responsibility. Its staff feels that it would segregate educational efforts and that the credentialing function should apply to all forms of learning. They fear that an examining university would be considered as second class in the realm of higher education.[28]

CERP's view differs and suggests the possibility that the very proliferation of the accrediting function to recognize for degree purposes all forms of experience, however gained, may well propel the educational effort toward mediocrity.

Protect the c/i consumer. CERP urged the states and the federal agencies to undertake rigorous regulation of private home study schools to prevent fraudulent operations and deceptive practices, suggesting that states with current regulatory laws should reexamine them as to their effectiveness in accomplishing their objectives and urging states with weak laws – or none – to enact appropriate legislation. The recommendation added that, "The Federal Trade Commission, the U.S. Post Office Department, and regulatory agencies of the several states should be furnished with adequate authority and resources. . . to enforce current regulations and prosecute offenders."

Progress toward achieving the recommended goals has been slow. However, with the increasing emphasis of the Congress, state governments and private agencies on consumer protection, it now appears that fraudulent operations, such as promises of job opportunities on which the home study school cannot deliver, and the diploma mill type of operation will come under greater scrutiny by regulatory and enforcement agencies.

(1) Role of USOE. USOE serves as the lead agency on the Subcommittee on Educational Consumer Protection created by the Federal Interagency Committee on Education (FICE). The subcommittee in December 1974 completed a report titled, "Toward a Federal Strategy For Protection of the Consumer of Education," which it has submitted to FICE. The report discusses what the subcommittee considers the Federal responsibilities as well as the role of non-Federal agencies in protecting the education consumer. The report's

recommendations, if implemented, will result in even deeper involvement of the Federal establishment in the affairs of both educational suppliers and consumers.

(2) States' regulatory role. In addition to encouraging cooperative efforts among Federal agencies concerned with postsecondary educational matters, including correspondence instruction, USOE joined with other Federal, State and private agencies in developing model state legislation for consumer protection in education. The resultant model, outlined in the June 1973 report of the Education Commission of the States, is far more protective than anything we have had thus far, and should be effective in curbing "degree mills" if states would use it as a model for shaping legislation to meet their various needs. Unfortunately, the several states have been slow to recognize its importance. At the end of the first quarter of 1975 only Montana, North Carolina and Tennessee had adopted such legislation.[29]

(3) Federal Trade Commission's role. In line with CERP's recommendation that the Federal Trade Commission, among other agencies, be furnished with adequate resources to enforce current regulations, the Commission has gone a step or two further. It has proposed stiff regulations in the interests of protecting the education consumer which, if adopted, would replace the current "Guides For Private Vocational and Home Study Schools" promulgated in 1972. While the Guides are merely that, the regulations would have clout. Although the FTC is still receiving public commentary about the proposed regulations, it is not in a position at this point to promulgate them because of the Consumer Product Warranties and FTC Improvement Act which was approved by the President and in effect places a temporary hold on further public hearings. The Act requires a change in rule-making procedures and allows time for public hearings on proposed new procedures.[30]

Prior to the Act the FTC held public oral hearings in Boston, New York and Washington. It will likely be mid-summer or later in 1975 before the FTC can resume its hearings and perhaps promulgate regulations.[31]

The FTC's chief concern is with the school's ability and performance in delivering on its promises. FTC staff members estimate that 88 percent of the students enrolled in home study courses never finish and only a small percent of the 12 percent who finish get jobs for which they were trained. The staff notes that stiff tuition fees attest to the ability of vocational schools, including home study schools, to sell their programs. The tuition norm is about $1500 per student. The schools point out that the government guarantees loans for this amount; if the student is a veteran, veteran's benefits are also available.[32]

If the FTC's proposed regulations are adopted, it may well be in a modified form but even this could be a step forward in protecting the consumer.

(4) Post Office role. CERP pointed out that both the FTC and the Post Office agree that the most effective day-to-day regulation of fraudulent schools could be achieved through state legislation and enforcement. Nevertheless the Post Office continues its efforts both in civil actions where misrepresentation is involved and in criminal prosecutions involving fraud. In recognition of the increasing public concern for the consumer, its civil sector has recently been renamed Consumer Protection Service.

Cooperate professionally on c/i tasks. The CERP survey of professional activities in the various institutional areas of c/i revealed splintered professional interests and activities. The university c/i administrators were never able to sustain a journal devoted to c/i; however, the Home Study Review was discontinued by its sponsor, the NHSC, because pertinent articles did not emerge from those engaged in the broad field of c/i.

There was very little, if any, interface among the different c/i groups at annual conferences. In fact, prior to 1968, the extending of a conference invitation to an NHSC member by an NUEA member – or vice versa – was carefully avoided. Letters and literature in CERP files validate clearly the lack of mutual trust and respect among the different c/i institutions. Consequently CERP suggested that c/i institutions cooperate professionally.

Fortunately there has been a gradual breakdown in this separatist posture – primarily through a common affiliation of c/i groups in the International Council on Correspondence Education (ICCE). The ICCE, meeting every few years, has had a catalytic influence in breaking down barriers of distrust and establishing lines of communication and growing professional respect.

Many unfinished c/i tasks await the full force of professional cooperation. For example, CERP recommended that colleges of education curricula should include the preparation and certification of c/i teachers. There is an urgent need to prepare teachers in terms of the special problems and pedagogy of the c/i area. This is evidenced by the fact that NHSC was attempting, in 1975, to research and develop a c/i teacher training course that would culminate in teacher certification.[33] This is the kind of task that CERP visualized as being best accomplished through a broad base of professional cooperation.

In reality, one of the major purposes of an extensive international readings publication, The Changing World of Correspondence Study,[34] was to emphasize that professional contributions in c/i are multidimensional and, indeed, not the province of one particular group.

CONCLUSION

As a prelude to presenting its recommendations at the conclusion of the 1968 Carnegie report, CERP quoted from an address delivered by Dr. John W. Gardner before a White House Conference on Education:

> The toughest question facing us now, in my judgment, is whether we have the courage and flexibility and imagination to innovate as the times require. Let us not deceive ourselves. The old ways of doing things are not good enough. But giving up the old ways will be painful. Institutions fear change. In the face of change we all grow defensive, we all move toward protecting our particular vested interests. But the overriding vested interest of all of us is in the vitality of American education. That is the precious thing that we hold in trust.[35]

CERP accepted the challenge of proposing specific direction to the change that Dr. Gardner invoked. This direction appeared in the form of recommendations that have been herein appraised in terms of subsequent developments in the field of correspondence instruction (home study).

During the appraisal, the authors found many developments that reflect a great vitality in c/i: The dialogue on c/i viability at the ICCE conferences, the commitment of DANTES to "facilitate a better interface with the civilian community," the desire of many private schools to use validating examinations such as CLEP or the New york proficiency Examinations for the benefit of their students – all point to a basic thrust of contributing to and integrating efforts with the educational mainstream.

Not all c/i institutions are being swept along with the surge of self-renewal, innovation, and interest. Unfortunately there are substantial numbers that contiue in the rut of tradition, but these are neither the leaders nor the opinion makers who will eventually cause an improvement in c/i. The alert educator will use it where it is needed and in those situations where it can make its own unique contribution. As an integrated part of the educational system as a whole, c/i can prove its worth.

This appraisal of the 1968 recommendations, made by CERP in the Carnegie Series Report: Correspondence Education in the United States, gives the researchers and authors cause for some satisfaction as well as cause for some concern.

Dr. Frank E. Dickey, former Head of the National Accrediting Commission and presently the Provost of the University of North Carolina, wrote recently, "Much of what was suggested by CERP is now a reality."[36] The authors sincerely hope that by the end of the 1970's most of the CEPP recommendations will indeed become a reality, because, as Dr. Gardner stated, "The overriding vested interest of all of us is in the vitality of American education. That is the precious thing we hold in trust."

REFERENCE NOTES

[1] In this appraisal the authors use the term correspondence instruction (c/i) for these reasons: (1) c/i serves adequately as a generic term referring to the traditional modes of correspondence study nd home study, (2) c/i was used in the Carnegie Education Series report to which frequent reference must be made, and (3) in this appraisal, which comes during a time when "Independent Study" is being adopted for both old formats and new forms of self-study, and "Distance Education" has also been introduced, the use of c/i is essential for clarity and contrast. March 14, 1975

[2] Ossian MacKenzie, Edward L. Christensen, and Paul H. Rigby, Correspondence Education in the United States (New York: McGraw-Hill Book Company, 1968), pp. 1–261.

[3] Gayle B. Childs, "Report on the Status of Research in Correspondence Study," in Proceedings of the Eighth International Conference on Correspondence Education, ed. by Renee Erdos (Paris: UNESCO House, 1969), p. 51.

[4] Robert Allen, "From the Editor's Notebook" The Home Study Review, Spring, 1960, p. 1.

[5] Leonard S. Stein, "Is Home Study a Step-child?" The Home Study Review, Winter, 1961, pp. 29–40.

[6] Ripley S. Sims, A Chronology of Selected Events in the History of the United States Armed Forces Institute, 1942–1974, pp. 65. Letter February 21, 1975.

[7] William A. Gager, Jr., Director, Defense Activity for Non-Traditional Education Support, Ellyson Center, Pensacola, Florida, Cover letter and memoranda on DANTES, January 30, 1975.

[8] David C. Etter, "New Dimensions in Education: Can Correspondence Study as Presently Constituted Be a Viable Part of the New Alternatives and Programs in Education?" In Conference Papers of the Ninth International Conference on Correspondence Education, ed. by Henry A. Bern (Warrenton, Virginia: Arlie House, 1972), pp. 63–78.

[9] William A. Fowler, "Varied Techniques – Better Home Study Courses," NHSC News, July, 1972, pp. 7–10. "Programmed Instruction" in the strictest sense had a short life span among correspondence schools. . . Research in this area paid off, however, be-

cause certain programming concepts have been happily married with certain traditional home study methods to produce better allaround courses. . . These changes are not dramatic or drastic, but they do mean better defined objects, better course organization, shorter and more concisely written paragraphs, more student activity, more self-check quizzes, clearer expression, and better format."

[10]Charles A. Wedemayer and Robert Najem, AIM: From Concept to Reality, Publications in Continuing Education (Syracuse: Syracuse University Press, 1969), p. 52.

[11]David E. Mathieson, Correspondence Study: A Summary Review of the Research and Development Literature, sponsored by Syracuse University. Syracuse: ERIC and NHSC, 1971, pp. 1 – 102.

[12]Childs, "Report on the Status of Research in Correspondence Study," Eighth ICCE, 1969, p. 40.

[13]During this same year 65 NHSC schools (divisions included) in the private sector showed much less concentration in accredited offerings: 17 in communications, 15 in motors and generators, 16 in electronics, 17 in mathematics, and 15 in automation. The 64 NUEA schools had nearly 6,000 course offerings (including duplications) in mostly academic subjects: the 65 NHSC schools offered about 1,250 in primarily vocational subjects.

[14]Neil F. Garvey, "The Status of University Instruction – A Qualitative Approach," NUEA Correspondence Study Division Newsletter, March, 1960, p. 41. Garvey wrote, "There are genuine obstacles to such an arrangement. . . departments differ, from one campus to another, in the manner in which a particular body of subject matter may be organized for instruction. Moreover, there is the obstacle of professional jealousy." (Although most of these introductory c/i courses used the same text it is true the syllabi did differ in organization: the main difference: many were more dull and poorly organized than others. As for "professional" jealousy, should it stand as a "genuine" barrier between the external student and quality instruction?)

[15]The Big Ten universities plus the University of Chicago met September 17 – 18, 1963, in Madison, Wisconsin, explored the possibilities of preparing and offering c/i courses on a regional basis, and made recommendations for cooperative action.

[16]Frank Kulla and Henry Bern, "University Independent Study – a Multi-Institutional Approach to Off-Campus Learning," Ninth ICCE, 1972, pp. 171 – 75.

[17]Francis L. Johnson, "Interinstitutional Development for Independent Study: Will it Work?" Ninth ICCE, 1972, pp. 145 – 53.

[18]John L. Davies, Director of Instructional Services, University of Iowa, Letter, March 3, 1975.

[19]Stein, Ibid., p. 39. "Both here (state and private schools) and among 'closed' c/s institutions – the Armed Forces and other government agencies, or industrial firms – some kind of joint planning, or even cooperative administration, would probably improve the quality of service and also increase efficiency. . ."

[20]Jeffrey Fleece, "Termination C/S Department," NUEA C/S Newsletter, March, 1960, pp. 60 – 2.

[21]Letters to CERP, November, 1965 – January 3, 1966.

[22]CERP interviews with Arthur Heiserman and Ben Rothblatt, Associate Directors, Extension Division, University of Chicago, November 10, 1965, and Leonard S. Stein, Dean, Evening School Division, St. Louis University, December 16, 1965.

[23]Michael P Lambert, NHSC Accrediting Coordinator. Letter, January 13, 1975.

[24]Ibid.

[25]Jerry Miller, Commission on Education Credit. Interview, January 21, 1975.

[26]Ronald S. Pugsley, Chief, Arreditation Policy Unit of USOE. Interviews, August 13, 1974 and March 24, 1975.

[27]Milton Gussow, Senior Vice President, McGraw Hill Continuing Education Center. Interview, August 12, 1974; telephone interview, February 13, 1975; letter, March 20, 1975.

[28]Miller, Interview.

[29]Pugsley. Interview, March 24, 1975.

[30]Robert Belair, FTC Office of Consumer Affairs. Interview, January 21, 1975.

[31]Robert Bedal, FTC Office of Consumer Affairs. Interview, March 24, 1975; telephone interview, March 28, 1975.

[32]Belair. Interview.

[33]Michael P. Lambert, Accrediting Program Coordinator, National Home Study Council, Letter and copy of course proposal, January 1975.

[34]Ossian MacKenzie and Edward L. Christensen (eds.), The Changing World of Correspondence Study (University Park & London: The Pennsylvania State University Press, 1971) pp. 1–376.

[35]John W. Gardner, statement, White House Conference on Education: A Milestone for Educational Progress, Subcommittee on Education of the Committee on Labor and Public Welfare, U.S. Senate, Washington, D. C., 1965, p. 175.

[36] Frank G. Dickey, former Head of the National Accrediting Commission and presently Provost of the University of North Carolina at Charlotte. Letter, January 13, 1975.

An Analysis of the Andragogical Approach to the Didactics of Distance Education

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Implying a process of self-directed adult learning by using the term 'andragogy', the author sees, as the most challenging tasks facing the distance educator, the development of learning materials that will meet the perceived needs of the learner rather than the perceived needs of the institution. He refers to Malcolm Knowles' four critical characteristics affecting the learning of human beings as they move through the process of maturing. He then continues by describing a model and a teaching technology of distance education, congruent with the characteristics just listed, giving practical and illuminating examples.

THE SETTING – CANADA

Although Canada is a vast geographical region, the majority of the population (approximately twenty-three million) live in or near urban areas that have educational institutions accessible to them. This is not to deny that there are remote areas such as Northern Canada in which it is difficult to equate the educational and cultural heritage of the Indian, Metis and Inuit adult population to the rest of Canada. However, the challenge of developing an educational program in Northern Canada is unique and it must be appreciated that traditional approaches to education have not and cannot work well. In Newfoundland, Memorial University has succeeded in providing distance education programs and Laurentian University and Waterloo University in Ontario have serviced their clientele well. New programs are presently being developed at the University of British Columbia. The TEVEC project which used a multi-media system to upgrade the educational level of a large segment of the population of a rural area in Quebec is probably the best known and most successful Canadian endeavour in the field of distance education.

However, despite these efforts, distance education has had very little impact on the Canadian educational market. One of the reasons for this situation is the fact that the majority of the population live in urban centers which have existing universities with large part-time enrollments. Most universities have a mature admission regulation which allows allmost any mature person to enroll in part-time studies.

AN ANALYSIS OF THE ANDRAGOGICAL APPROACH TO THE DIDACTICS OF DISTANCE EDUCATION

I often wish that someone would coin a word or a phrase to replace the name Distance Education. The sound of these words implies a connotation that is alien to the very nature of education. Education is a personal activity that differs according to the perception of each individual and which is influenced by his social, technical, economic, political and cultural environment.

The rapid growth of change during the past few decades has rendered much of our previous knowledge obsolete. It is no longer possible to provide an education to our youth that will provide the knowledge, skills and attitudes that will be sufficient for him to cope in the world of the future. In the past, much attention was given to the acquisition of knowledge. While I would not depreciate the value and the need for the acquisition of knowledge, I do appreciate the value and the need for the development of skills and attitudes towards learning that will prepare individuals for life-long learning activities.

The term "andragogy" is not one that is commonly used in the literature of education. Its use is becoming more popular in the literature of adult education. It implies a process of self-directed learning.

As I see it, the most challenging tasks facing the Distance Educator is the development of learning materials that will meet the perceived needs of the learner rather than the perceived needs of the institution. The notion of self-directed learning has often been discarded by the flippant response that students are ignorant of the subject matter and therefore, they are not in a position to choose what they are to learn and how they are to learn it. This is a gross oversimplification of what self-directed learning is. For example, if I wished to learn something about nuclear physics – a topic I know nothing about – I would not expect to determine what I was to learn and how I would learn it at the very outset. However, I would have a perceived need for this activity, and before I entered into a serious learning activity, I would want to discuss the various learning episodes, the purposes for these, the goals I wish to achieve, the likelihood of achieving these goals and the worthiness of this achievement after the activity has been completed.

Another example which may set the stage for what I have to say later is as follows. Until the early '60's, Euclidean Geometry was taught in most Canadian schools over a period of three years. In the most widely used text, there were 153 propositions. Today, geometry is integrated into the mathematics curriculum and both the inductive

and the deductive approaches are used. The amount of time spent on geometry has been reduced by about two-thirds. The question of which system is better can be resolved only by asking the further question, "What are the needs of the students?" If there is a need for a prolonged development of deductive reasoning and if geometry is chosen as the vehicle for this, then the first method may be better. If it is found desirable to include a combination of both deductive and inductive reasoning, and if geometry is chosen as the vehicle for this, then maybe the second method should be employed. On the other hand, should a student wish to attain factual information regarding the relationship between parts of a triangle and a circle, then there are approximately fifty such facts that can be learned in just a few days.

From the foregoing, it can be seen that I am recommending to distance educators the development of varying programs to meet the needs of individual students. I am further recommending that consultation take place with the prospective learner so that the purpose of the activity is understood. This consultation can take place by mail, telephone or direct contact with a tutor. I am very cognizant of the financial implications of this recommendation, and I am also aware that effectiveness increases volume and volume decreases individual costs.

One of the arguments for standard courses revolves around the notion of grading. Under the assumption that students are motivated by an immediate need for a learning activity, it is not that important to allow the program to be sacrificed in order to be able to place each student in a slot on a scale. I am not advocating the abolition of the grading system and I am very aware of the difficulties that would be encountered by such institutions as the Open University should such an approach be taken. However, caution must be observed to ensure that activities are not undertaken solely for the purpose of meeting the expectations of an examination.

I find that too little attention is paid to pre-testing, and as a result, students begin their study at inappropriate levels. We must constantly question the need for all students performing all tasks at all levels. The sequential development of some subjects – particularly in the natural sciences – has blinded many program developers to the possibilities of providing flexible materials that provide for those students who require more or less preparatory work.

There are many assumptions that underlie the andragogical process and which may be applied to Distance Education. Malcolm Knowles has stated that as human beings move through the process of maturing, they experience changes in at least four critical characteristics tha affect their learning:

1. Their self-concept shifts gradually from that of a dependent personality toward that of an increasingly self-directing person; and as this shift occurs they learn better if they are given increasing responsibility for their own learning.
2. They accumulate a growing body of personal experience that has increasing value for their own learning and the learning of others; and as they themselves attach increasing value to their own and others' experience, they learn better in situations in which the experience of the learner is used as a resource for learning.
3. Their readiness to learn becomes decreasingly determined by biological and academic factors and increasingly determined by the developmental tasks of their emerging social roles; and they learn better when learnings are timed to coincide with the needs and interests stimulated by these role requirements.
4. Their time perspective shifts from one of postponed application to one of immediate application; and so they learn better the knowledge, skills, attitudes and values that are relevant to the problems that they face in life at this moment.

I will now attempt to develop a model and a teaching technology that will be congruent with the characteristics just listed and which may have application to practitioners of Distance Education.

The term "climate setting" is often used in the literature of andragogy. It implies that certain steps should be followed in order to prepare for the learning process. Adults do not usually learn well under pressures of tension, formality and in competition with their peers. The teacher-learner relationship must be nurtured and the learner should clearly understand the purpose of the particular learning experience. Climate setting in Distance Education is even more important. The mailing of an announcement with a coupon to return followed by a mailing of the first lesson does not provide a very comfortable position for the student to begin a learning episode. What is necessary is a personal letter from de Director of the program welcoming the student to the program. This letter should set the stage for mutual respect between the learner and the tutor. The package should also contain a self-diagnostic test that the learner should complete and return to the institution. An analysis of this self-diagnostic test should be made and a contract established for the learning activities. The purpose of this test is to provide the opportunity to the learner to direct his own learning experience.

A sample of such a self-diagnosis test for a person who wishes to enter into a program of English Literature may be:

SELF DIAGNOSTIC TEST FOR ENGLISH LITERATURE

1. Name
2. Address
3. Date of birth Telephone
4. Present employment
5. Other work experience
6. List in the order of priority the factors which motivated you to undertake this learning experience.

   to obtain a job 1 _____

   to appreciate literature 2 _____

   to improve your vocabulary 3 _____

7. Which of the following types of literature interest you the most? Rearrange these in your order of preference.

novel	1 _____
short story	2 _____
poetry	3 _____
drama	4 _____
historical	5 _____
sociological	6 _____
other (specify)	7 _____

8. List the five most recent pieces of literature that you have read.

_____
_____
_____
_____
_____

9. Do you consider yourself: well read average below average
10. Do you enjoy reading
    not enjoy
11. What type of reading would you most enjoy?
12. Mark the point on the following scale that best illustrates your ability for written expression

0 1 2 3 4 5 6 7 8 9 10

weak average strong

13. What do you expect to achieve through this learning experience?
14. What activities (reading, writing, research) would you expect to complete in order to reach your objectives?
15. What time commitment can you make to this learning experience?
16. How many books have you in your home now?
17. What libraries or other resources are available to you?

The purpose of this questionnaire is to have the learner assess his learning needs. The setting of a structure for mutual planning has now been established. The tutor is now in a position to suggest a program to the learner. He should encourage the learner to make counter suggestions and continue this process until a structure has been mutually agreed upon.

The objectives must be stated in terms that describe the outcomes which will be produced if the mutually determined needs are to be satisfied. Specific, terminal and long range objectives will be discussed by the tutor and the learner so that they are clearly understood by both the tutor and the learner.

The learning episodes necessary to accomplish the objectives are then discussed. Remedial, preliminary or cognate learning experiences may be necessary before the learning activity suggested by the student is possible.

The planning and implementation of the learning episodes is now possible. Such decisions as the use of textbooks, audio-visual materials, television, radio, laboratories etc have been made possible when the planning of the design was developed. The basic decision to be made now is the time schedule and the methods for interchange of information. Once this is done, the learner can begin.

Throughout the learning activity, the tutor will act as a facilitator of learning. He will be a resource person who will assist in the selection and techniques of learning. He will offer suggestions for further study after he has read assignments and discussed progress with the learner. His purpose is not to criticize, but rather to assist. He is not a transmitter of knowledge, but his main function is to provide alternatives for the learner to reach his objectives.

At the conclusion of the learning experience, the planning of the evaluation is of utmost importance. As in the case of diagnosis of learning needs, the kind of evaluation that is most congruent with the adult's concept of self-direction is self-evaluation. The skillful adult educator is one who can provide the climate, the tools and the procedures to enable adult learners to make responsible, objective assessments of their own progress towards their goals.

If the objectives and the design of the course are clearly understood by the tutor and the learner, then the task of evaluating the work is greatly facilitated. The final evaluation should be done in consultation with the student. The evaluation should be based on the measure to which the learner reached the mutually agreed upon objectives. A discussion of the appropriateness of the learner's achievement provides a learning experience that should not be taken lightly. A learner wants to know how well he has reached his objectives at the end of a learning episode. The tutor can provide a true learning experience by indicating where the learner over-reached the objectives and where he fell short of the objectives.

When the grade is assigned (if a grade is assigned) by the instructor, the learner will understand the significance of the grade.

Translated into a process for planning Distance Education programs, the following stages are involved.

1. The establishment of a climate conducive to adult learning.
2. The creation of a structure for mutual planning.
3. The self-diagnosis of needs for learning.
4. The formulation of objectives.
5. The development of a general design.
6. The selection and execution of techniques and materials.
7. The planning of evaluation.

The vehicles for self-directed learning can be as varied as the imaginations of the program developers. Reading and self-expression – both oral and written – are still two of the most valued methods of learning. In the andragogical process, there is usually a high priority placed upon group discussion. The rationale for this practice is the assumption that each adult can contribute an experiential dimension

which may manifest itself as theoretical naivety in the disciplinary sense, but it may not manifest itself as naivety in the cognitive sense.

I agree with Carl Rogers' assertion that "Teaching . . . is a vastly overrated function". If we can accept that learning is basically a natural process, then it does not require a formal setting of a school or university. Nor does it require a permanent instructor, a formal structure, overly equipped laboratories and instructional technology that has made claims, not as yet substantiated, of suddenly making education work where it has not worked previously.

The extensive use of educational television viewing, radio programming and courses by cassette or other types of recording should be avoided. Apart from the technical, financial and philosophical difficulties, it is impossible to use these teaching aids for more than what they were intended – the facilitation of a visual or auditory presentation.

Many institutions in North America have wasted a great deal of money in trying to fit courses to teaching equipment. In Canada, the percentage of the population that does not have access to an institution of learning is very small. The question one asks is "Why spend the personnel and the financial resources on technology when we already know that a large portion of the learner's time is spent on systematic reading, contact with tutors, attending learning centers, doing practical work and writing assignments and examinations?" I would much prefer to have the major portion of the personnel and financial resources spent on personal, telephone or written contact with the learner, the establishment of learning centers in remote areas and the development of individual learning programs.

I will conclude by applying this model to a situation in which a learner responds to a perceived need to engage in a study of philosophy.

The response from the institution should be immediate and enthusiastic. Included in this correspondence there should be an explanation of the proposed method of mutual planning that would provide the reason for the many questions that are to be asked. The information that is to be elicited could approximate the following:

a) educational background of the learner
b) purposes for which he wants to pursue these activities
c) the learner's terminal objectives
d) the learner's long range objectives
e) the learner's specific objectives
f) the learner's background knowledge of and experience with philosophy
g) the area of interest that he wishes to follow – philosophies, periods, types of philosophy, etc.
h) the specific activities that the learner wishes to engage in
i) the amount of time and resources at his disposal.

When this information is received and analyzed by the tutor, consultation must take place with the learner and the advantages or disadvantages of his proposal must be discussed. If the learner's proposal indicates shortcomings, then alternative proposals are provided by the tutor. The learner's needs must be clear to both the tutor and the learner. This requires interchange and understanding before further progress can be made. Closely allied with the learner's needs are the formulation of objectives. The tutor must be cautious to ensure that the objectives are both realistic and attainable. When a mutually planned learning proposal has been accepted, then the process of arriving at the means for achieving the objectives must be discussed. Much of this input would have been provided by the learner on the initial questionnaire. However, the tutor may have to provide suggestions regarding the prescribed readings, the supplementary reading and resources available. When the course objectives and the planned activities have been mutually agreed upon, a written contract between the learner and the institution should be signed.

Throughout the learning activity, the tutor will act as a facilitator of learning. He will be a resource person who will assist in the selection and techniques of learning. He will offer suggestions for further study after he has read assignments or discussed progress with the learner.

When the learning activity has been completed, the tutor and the learner will assess the achievement and compare this to the stated objectives. The evaluation procedure is based upon the degree to which the learner met his self-perceived need. He is not in competition with other learners, but rather he is evaluated on the degree to which he met the mutually agreed upon objectives.

It is worthy to note that in this process the tutor is responsible to a much greater degree than in an ordinary pre-programmed course. The tutor is responsible for the acceptance of the objectives and for the means of reaching these goals. His only responsibility for the achievement of the learner is the degree to which he can encourage and guide the learner. This is a challenge that will be accepted by some distance educators. It is not an easy challenge because it denies the institution and the tutor the right to prescribe what the learner should learn and how he is to learn it.

Part 2 -contd

Modes of Teaching in Distance Education

Pandora's Box – Some Comments on the Role of Non-textual Materials in Distance Education

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For some subjects of study, the textual material is reality – a novel, a critical essay, a mathematical equation; any other form is representational. But for many subjects, textual material can at best be only a compromise, and for the student non-textual materials become the key to greater understanding. This must remain their prime role in distance education. (That their role may also be to complicate the existence of instructors and administrators assures us all an eventful future, and may drive us to cooperate to solve some of our mutual problems!)

Leading up to this conclusion, the authors present the pro's and cons of non-textual – here mainly taken in the sense of equipment demanding – materials in distance education. They present a number of very valid educational and administrative considerations on the use of such materials as equipment.

In considering the role of non-textual material in distance education, an important practical question is suggested immediately: why should non-textual material be so classified and is this a useful distinction? Much of the discussion which pertains to the role of various alternative resources in learning and teaching concentrates attention on processes and modes of communication rather than on the particular resources utilized. Distance education has always relied upon certain established modes, and textual materials have been a major resource. Thus it is understandable that as a greater variety of non-textual materials is coming into use, their role in distance education is of legitimate concern, as possible alternatives to some textual materials, and as resources to be welcomed for their potential to enrich and extend the learning experience, but possessing the capability of distorting or impeding it if not wisely used.

Some of the most important non-textual materials available for distance education are capable of conveying information in verbal, pictorial or diagrammatic dorm and are thus interchangeable to a certain extent with textual materials for many uses. There are a number of criteria which may be used in determining which form of material should be used in these situations, some related to the objectives of the learning process as seen by the learner, and others related to constraints imposed by the objectives of the other participants in the process. In some cases the decision may be strongly influenced by a desire for innovation or by the convenient availability of a particular alternative form – neither of these are necessarily reliable criteria in the long run.

While there may well be difficulties in deciding between textual materials and the various alternatives in situations where there is a degree of interchangeability, there are other applications in which non-textual materials are clearly required, and for which the possible range of choice is more limited. It may be useful to imagine a continuum along which the various applications are arranged, beginning at one extreme with those clearly requiring textual material, extending through the various situations in which materials may be interchangeable to the opposite pole at which only non-textual materials are useful. Just as certain modes of information presentation may imply a degree of interchangeability, for applications with certain other requirements, non-textual materials are clearly indicated. Such applications may involve oral communication and communication of specific aural sensations in music or science; original material prepared in audio visual formats, actualities; material embodying samples and specimens to be studied, apparatus, and discriminatory devices to be used for self-teaching, measuring or testing.

It is clear that the array of non-textual materials includes products of a wide range of technologies in a bewildering variety of physical forms. Without attempting even a summary catalogue of these, I propose to offer some comments on a few important aspects of their application in distance education.

Competing technologies and institutional patterns create a rich variety of alternative resources for distance education, but also bring pressures which must be recognized and kept in prospective when evaluating the role of non-textual materials in the educational process. It is encouraging to find that there is a general acceptance in all levels of education of the importance of creating materials and developing facilities for their individual use in learning resource centres, so that educators and learners are becoming familiar with the value of non-textual materials, as well as gaining firsthand experience in their use.

A central issue which pervades this whole field is the question

whether educational materials should be developed and "marketed" aggressively, with the aim of creating appropriate uses for the materials, or whether the emphasis should be on the development of materials appropriate to the particular needs of the learners in specific programmes. The issue is further complicated by the fact that much of the technology and institutional support for some of the new media resources originates outside the educational field and is thus "exported", with consequent difficulties at the borders and harassed cries of "dumping" and "unfair competition" from within the academic community. The issue may be partially resolved by considering the various stages in the development of a new application: initially material may be developed or adapted for a specific application as an innovation; it may then be "marketed" to attempt to secure wider support and acceptance, with the glamour of novelty as an attraction; it may ultimately be accepted in practice, or if found to require further development return to the initial stage. Or to put it another way – at any stage in the developmental process one should consider the possibility of yielding to promotional pressure and/or seeking available resources if these yield materials which meet the appropriate criteria. The primary objective should be to make sure that the material, either "found" or developed specially, is appropriate for the specific application.

If a substantial financial commitment has been made to acquire specialized equipment, there is a strong incentive to achieve a commensurate benefit by utilizing it as fully as possible. This may lead to the discovery of new and valuable applications; there may be unfortunate results if inappropriate or extravagant use is made of it, simply to justify its cost. Alternatives should therefore be carefullt explored before specialized equipment and non-standard formats are introduced; in addition to possessing the disadvantages already cited, these inhibit the interchange of materials and developmental experience between users.

The establishment of criteria for non-textual material involves concepts common to most educational processes. The objectives to be served must be clearly identified in relation to the needs and capabilities of the various participants in the process. (For distance education, the "various participants" may include categories not usually included in educational processes: clerical assistants, mail handlers, customs officials and a bewildering variety of technologists and media specialists!). The principal participant is, of course, the student, and it follows that a reasonably complete knowledge of his characteristics is essential – though often not available! Since many non-textual materials involve technology, not only in their preparation, but also in their use by the student, the student's technical resources are important. Some of these may be primarily related to communications, home entertainment, mass media and community institutions.

Another set of objectives are often framed in terms which are essentially logistical, since distance education is a form of communication involving problems of time, distance, production, storage and transportation. Related to these are considerations of cost and reliability of the total educational process of which the materials form a part, again considered in the context of the needs and interests of the various participants. Cost data should be reviewed frequently, since many of the technologies are developing rapidly, and comparative costs may change quite drastically over a short period.

The principal criteria must, of course, be framed with reference to educational objectives, and for satisfying these the variety of materials now available offers a wide range of possibilities, going from such borderline forms as microfiche and film strips which are alternative forms of textual material offering advantages only in terms of cost or convenience through the range of audio/visual materials which provide various degree of simulation of reality or interactive communication, to the learning resource kits and devices which embody concrete examples of the material and equipment needed by the student.

In dealing with such a range of materials, flexibility and imagination must be used in framing valid criteria, but the general objectives of the educational process must predominate. Particular care must be taken to discriminate intelligently in selecting and applying criteria which originate in other fields such as entertainment or mass communication in which some of the techniques are based, and from which some of the most interesting new developments, such as video discs, are now emerging.

The video disc, recorded and replayed by means of a laser beam, but produced in quantity by an inexpensive stamping process, serves as a good example of a potentially valuable resource for distance education. It could replace videotape cassettes and film in some current applications, and extend the possibility of using video material in many applications where it is now too costly. But it is unlikely that any of these benefits will be realized in distance education until the new process has become a reality in the home entertainment field. Meanwhile, much of the material now being prepared for use in one of the video formats currently in use may be useful in the new format, and in any event provides valuable experience in the production and use of video material, whereas capital invested in current reproducing equipment may not be fully recovered before the equipment becomes obsolete. This digression serves to illustrate the dilemma faced whenever a promising new process emerges – the future casts its shadow back over decisions to be made in the urgency of the present – and yet the promise of greater potential benefits may offset some threatened losses.

Improvements in technology continue to offer tantalizing prospects, and yet the basic issues remain centred in the processes by which the student studies and learns. Can he utilize the materials effectively now – how much do they contribute to his mastery of the subject of study – will they be useful at another stage of his studies, or for review or self-evaluation – what might be done to improve the material, or the structure and sequence of its presenta-

tion? These are questions which must be seriously considered in selecting and developing non-textual material, and which should recur as subsequent evaluations are made. During the production and utilization of the material, some of the expected results may fail to materialize, and unforeseen difficulties may challenge the capacity of key participants in the process to respond constructively.

Many of the important practical concerns are not inherently different from those involved in the planning, production and distribution of textual materials, but there are some characteristic problems with non-textual materials which tend to require special attention. Reference has already been made to the vast range of technology involved: this implies a corresponding range of staff capabilities to plan and produce materials, and a wide variety of equipment, some of which may be highly specialized. It may be both impractical and unnecessary to maintain the required staff and equipment as part of a functioning organization, but as operations reach a certain scale, or as the development of specialized techniques becomes of prime importance, functional units may be required within an organization. As has been pointed out already, a substantial commitment of capital funds to specialized equipment should be approached with caution the same is true of adding specialist staff to a permanent establishment. What often happens is that persistent problems with outside contractors or suppliers lead to a decision to acquire equipment or engage specialized staff: this may be successful, particularly in an established, settled area of technology; for developing technologies, however, outside suppliers may soon outstrip the capabilities of the internal unit.

Since certain non-textual material may be both durable and costly, it is frequently loaned to the student, to be returned after use, as is usually done with any specialized equipment which the student cannot be expected to rent or acquire. While this may be the only practical course, it should be carefully planned to avoid some obvious pitfalls. It may be desirable to defer sending expensive materials or equipment to a newlyenrolled student until it is apparent through some preliminary work that he is likely to continue. Facilities must be provided to inspect and recondition the materials and equipment returned, and reasonable controls maintained. All of this may be inconvenient for the student and costly to administer, and it becomes important to consider alternative possibilities – how much would be sacrificed if a less costly and more convenient process could be used? Again, we see the obvious attraction of using standard formats and inexpensive readily available home entertainment equipment, perhaps in the optimistic hope that the resulting savings may make it possible to provide costly specialized resources whenever they are clearly required.

Even if materials are provided to students on a non-returnable basis, questions of copyright and unauthorized use may need to be studied, and adequate precautions taken to protect whatever rights are involved, both those of the institution and of the participants in the production of the material. In this area again, while there is no fundamental difference in principle, the practical realities seem more complex in the case of non-textual materials. And while on this legalistic theme, it might also be appropriate to caution against inadvertently assuming liabilities with respect to the malfunctioning of any potentially dangerous equipment provided to students.

(At this point it may appear that the wise course is either to use only a limited range of textual materials or to go electronic. Shut the lid! But we don't have much choice: non-textual materials, for all their complex problems, have an even greater number of complex virtues, and some of these are indispensable in distance education.)

In conception, use, and evaluation non-textual materials should not be considered in isolation, but as part of a process of distance education. As we have seen, their role in this process may vary, but it tends to be to bring the student into better contact with some important aspect of reality, either through realistic representation or concrete embodiment. For some subjects of study, the textual material is reality – a novel, a critical essay, a mathematical equation; any other form is representational. But for many subjects, textual material can at best be only a compromise, and for the student non-textual materials become the key to greater understanding. This must remain their prime role in distance education.

(That their role may also be to complicate the existence of instructors and administrators assures us all an eventful future, and may drive us to co-operate to solve some of our mutual problems!)

The Selection of Methods and Media in Distance Study Units,

an example from the Radio College of the "Quadrig" in Southwest Germany and Bremen

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The author presents three principles governing the choice of mode of presentation in distance education systems.

1. Which methods should be used depends on the whole teaching/learning pattern and cannot be decided in isolation.
2. The situation of the distant learner is a peculiar one and should be central.
3. The language and the didactical mode should be very practical and goal-oriented, and the material most carefully structured.

1. Correspondence Study today is embedded in a wider concept of study-at-a-distance, characterized by a multi-media approach and a now more refined arsenal of specially developed methods.

2. The reasons for this expansion and greater importance of multi-media systems are, among others:

   1. changes in the learning habits of broad sections of the public (learning by visualized materials; influence of mass media on the learning process; changed motivational structures; orientation of the learner according to practical needs etc.);
   2. the capacity of modern technical media to reach a virtually unlimited number of people at any time;
   3. individualized instruction as the most adequate method of learning for adults;
   4. influences of programmed learning and other modern methods on the structuring of learning materials.

3. Aims, objectives, contents, media, and methods are interdependent components within a learning system. It is impossible (at least theoretically) to analyse one of these components and make practical decisions about its place, function, or relative importance within this system without considering the other factors as well (e.g. selection processes of media).

4. The term "medium" is understood as a means of imparting information. Generally speaking, any person who passes on information, as well as any book, film, blackboard, picture etc. is a medium in this sense. In a narrower sense, we speak of medium only if it can be characterized as a non-personal means of transmitting information. Non-personal (here) means independent of, or at least relatively independent of, the activities of a person or persons. Examples are TV- or radio programs, films, slides, tapes or books. Educational media are only those media which fulfill certain functions in an educational context, determined by aims, objectives, contents, media, and methods, and including the anthropological and socio-cultural learning-conditions of the addressees.

5. Educational media can be considered under two headings:

   1. Educational media are used as enrichment material at the disposal of the teacher. The role of the teacher is not changed at all by the use of such media. He alone decides, whether and in what way to use media within the usual system of student-teacher interaction. Usually we find the usage of media in this context in connection with a teacher-oriented learning pattern.
   2. Educational media are a means of transmitting didactically structured learning material, usually according to the direct teaching method. The role of the teacher, as far as he is present, is essentially different: he has given up part of his teaching functions to the medium or the media system.

6. The use of educational media in the second sense is of special relevance to remote study courses or units, as the greater part of the learning activities takes place without a teacher being present. The managing, advisory, helping, encouraging, directing functions of the teacher must be incorporated in the instructional material carried by the medium or the media respectively.

7. At present, research in the field of educational media does not help the practitioner very much when decisions about the selection of media or methods have to be made. The modern technical media especially seem to have no clearly definable didactic characteristics concerning their affinity to special subject matter or to special groups of learners.

These media, however, have certain rather formal characteristics (moving, still, auditive, visual), and it is possible to make decisions on the basis of practical experience as far as the efficiency of media and methods is concerned (e.g. micro processes, especially in science, are better visualized; abstract, difficult, differentiated contents are better presented by written than by televised media; a multisensory approach promises better results; TV-programmes motivate, give a good introduction into a problem, bridge the gap between everyday experience and scientific theory, but cannot do

very much in helping to teach problem-solving procedures: modern technical media reach people far more easily than conventional learning institutions; they can easily be multiplied, etc.)

8. The more complex and technically developed modern media or media systems are, the more easily they can be interchanged and the less definable they are with regard to their didactic competencies. Practical considerations become more important such as costs, availability, ease of handling, institutional factors etc.

9. Printed study material, insofar as its didactic potential is fully used and it is highly structured, still seems to be the most important, flexible, readily available and efficient medium. It can easily be further developed and improved. This statement is all the more valid if certain didactic deficiencies of the printed medium are alleviated by using one or two other media in a multi-media system, and learning is carried out in groups where practical experience would appear to show this to be optimal (e.g. tapes for learning foreign languages in combination with language laboratories and printed materials; science films in combination with printed materials etc.)

10. The methods of presentation used in remote study units can hardly be generalized. Experience and teaching skills help at the moment more than research can do. But a few principles can be given, again, on the basis of plausibility, not of scientifically verified knowledge:

1. Methods are one factor in the interaction of teachers (at a distance or face-to-face), media and students. Which methods should be used (programmed instruction, group work, a scholastic or an empirical approach in the learning material etc.) depends on the whole teaching/learning pattern and cannot be decided in isolation.
2. In distance study units the consideration of the situation of the learner should be central: he is usually isolated, he seldom has reference material at his disposal, he is perhaps tired after a long day at work, he has a family, and his external learning conditions are insufficient etc. The main functions of methods used in distance study units is to anticipate his difficulties, reassure him by self-controlling tests, give him a clear picture of what he is going to learn and how he should do it (learn to learn).
3. The more practical the language used in the material is, the more examples taken from his occupational situation show him why he is learning just this or that point; the more carefully structured the material is, the less inclined will he be to drop out.

Part 3 -contd

Distance Education and the Open Learning Trend

Distance Education without the Use of Correspondence Education

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Following some general remarks on the use of different communication media in distance education the author goes on to pointing to some considerations that should be made before a study programme is launched. Finally, he lists a few national – mainly television – projects from various parts of the world.

Recent developments in the technology of communication have successfully conquered the time and distance barriers in bringing education to distant learners. In spite of the variety of methods used in distance education, correspondence education still remains as the "wit's plough" [1] of education. Correspondence Education, according to Charles A. Wedemeyer is "personal tutoring carried on by mail and other forms of communication because teacher and student are spearated. It is based on the principles and procedures found in any teaching-learning situation. Learning must be done by the student himself. Guidance in learning is provided by the teacher through dispatched communication. The dispatched communication is chiefly written, but may use other media: print, visuals, speech recordings, and other forms of dispatched speech via radio, television, tele-lecture, and speakerphone." [2]

Thus, correspondence education is an all-inclusive term. Its broad definition includes all forms of distance education as an integral part of correspondence education. The conceptualization and implementation of many distance education methods utilizing different media are aimed at minimizing the problems inherent in learning by correspondence utilizing the very basic tools of pen and paper. The problems associated with using the basic form of correspondence education are many and have been identified by Wedemeyer as due to:

1. Incomplete or delayed communication.
2. Inadequate experiences involving all the senses.
3. Imperfect conceptualization.
4. Weak motivational devices.
5. Rigidity of formal process.
6. Overdependence upon the written word.
7. Lack of experience with a new method.
8. Absence of good interest-building devices.
9. Lack of activities related to the senses, doing, etc. [3]

TENETS OF MEDIA RELATED LEARNING

Effective use of distance education methods can offset a host of impediments to learning. However, if the learning devices are to be truly effective from the learner's point of view, teachers and organizers of distance education programmes must take into account at least the following important tenets of learning: [4]

1. Each learner is unique, particularly with respect to the efficiency of his receptor mechanisms and his response capabilities. Due to wide variations in reception, perception, and response due to individual differences, it should be realized that it is folly to expect that learning experiences presented to large groups of students may accomplish uniform mastery of skills, concepts, or understandings.

Consequently, learning experiences must be organized in such a way as to acknowledge the presence of individual differences. A combination of small and large group instruction should be utilized where appropriate to supplement the self-study program. Instructional programs should be organized to allow frequent responses of individuals so as to reveal better the nature and accuracy of their conceptualizations and understandings.

2. Since perception is the foundation of learning, distance educators should arrange learning experiences to enable the student thoroughly to experience his environment and assimilate received messages into understandings and concepts. It must be taken into account that: (a) the better an object, person, event, or relationship is perceived, the better it can be understood and remembered; (b) correct initial perceptions facilitate learning, misconceptions impede it; (c) where it is desirable, as in most of education, to substitute vicarious for first hand experiences.

3. The learner must become involved. He must be aware of his purposes and conduct, much of his own search for information, skills, and understandings. He must know what performance is expected and become involved in all aspects of the media learning process. During this time of explosion of knowledge, if for no other reason, the opportunities for questing through the increasing number of outstanding new media learning materials must be shared with those students who possess the interest and ability. As students share in this, they gain the sense of being involved, of planning and of creating – creating opportunities that not even the best and most experienced teachers can always anticipate.

4. Content and media used to communicate must be suitable to the learner. That is, both the subject matter to be learned and the

media learning materials by which it is to be learned must be geared to the student's interests, abilities, and readiness to become involved in the situation. Even when a distance educator has put much effort and thought into the planning of learning experiences, he may find himself quite discouraged by the lack of student responsiveness, a lack that is caused simply by the fact that the students are not ready for or interested in the particular experiences.

Successful teaching with different media in distance education programmes involves the determination of the concept level already attained by the students and the subsequent use of new experiences by and for the students that lead from that concept level and thus become experiences that provide continuing avenues for additional conceptualization. It is the educator's task to know his students well enough to assess their levels of ability, background learning, and interests. It is not the students' task to adapt their interests and abilities to the learning situations presented by the course organizer.

5. Teaching strategies must be appropriate and should present a significant departure from traditional and standardized forms of education. As a follow-up to individual study programs, opportunities should be provided for large and small group instruction, peer teaching, and all manners of interrelated aspects of these.

Educational agencies must provide Learning Resource Centers at strategic locations to provide an environment in which the motivated learner may become completely absorbed studying source information as the first step in the process of self-discovery evaluation, and application of new information to his own purposes. Since immediate access to materials by the learner is almost guaranteed, this serves as a key factor in the learner's feelings of achievement and success. The appropriate media should be identified and arranged with such new patterns of teaching strategy to enable the student to plan, inquire, become involved, and engage in a self-directed search to discover, know, and apply his new-found information in patterns which he can develop with the help of locally available teachers.

6. Since creativity is one goal of learning, the degree to which one may learn information *per se* as a result of interacting with well-chosen mediated learning experiences greatly exceeds what may be learned through involvement with more traditional verbal experiences. Nevertheless, distance educators desirous of using audiovisual communication experiences to their fullest benefit should encourage students not to be satisfied until those who are able to have experimented with endless creative and inventive ways of employing newly learned skills and information.

It is common knowledge that maximum learner involvement in creative thinking and doing is most likely to result when there are many carefully selected and wisely presented opportunities for firsthand learning experiences or for simulated concrete experiences such as those provided through a variety of audiovisual methods. A rich learning environment must also include resource materials and frequent opportunities for learner-teacher exchange of ideas and conclusions.

Evaluation should be an important segment of learning experiences and give the learner the opportunity to respond to instruction through means that reflect his own inventive information or skills he has acquired. Evaluation is more sure to be valid when the nature and extent of learner responses are observable and thus may be judged and valued.

COMMUNICATION MEDIA AND DISTANCE EDUCATION

The popularity of distance education programmes throughout the world is due to the developments in communication techniques.

One frequently used device is television, a talking picture created and delivered electronically by over the air broadcast, telephone lines, microwave, cable or satellite.

Several countries are utilizing such media in their educational process. Most notable uses are being made in the U.S.A. by the National Academy of Engineering's Instructional Technology Committee on Education; Britain's Open University, the U.S.S.R.'s educational television and Israel's instructional television.

The developing countries are also employing sophisticated communication media with the assistance of USAID, World Bank, UNISCO, UNDP, and the UK Overseas Development Ministry, and the Ford Foundation. Some major programmes are:

- In Korea, USAID contributed funds to add Grades 7, 8, and 9 to the educational system to reduce educational cost below present levels; to make the curriculum more vocational in nature; to replace rote learning with problem solving; and to expand English teaching utilizing TV and programmed instruction.
- The World Bank financed projects in 42 countries through 1970 at a total cost of $ 431 million. Many programmes were successful and are still continuing because of their effectiveness in the introduction of new curricula, in upgrading of teachers and in the most efficient use of the best teachers for the mass of students. At the same time, several projects were discontinued due to lack of support from local authorities, political unrest, or insufficient development of basic industrial and communication facilities.
- UNESCO projects generally aim at supplying human and technological resources to enhance educational progress by improving the cost efficiency and aiding regeneration and renovation. Examples of UNESCO projects include the computer teacher training project in Spain; the Ivory Coast television teaching project; curriculum materials development for television, film and satellite use in India; and a satellite feasibility study in Latin America.
- UNDP projects pay special attention to the present and future

needs of society and provide support for resource surveys, technical education and training, applied research, and economic development planning. The Ivory Coast educational television project and India TV satellite programme and a feasibility study for a regional ETV satellite for the Americas are some examples of UNDP projects with an annual operating budget of $250 million.

- U.K. Ministry of Overseas Development relies on its Center for Educational Development Overseas to deal with curricula, educational technology, and organizational implications of change. It emphasizes software rather than hardware; less expensive, less exotic media; increased use of radio; and multi-media rather than single medium approaches to the solution of educational problems. The agency expects the host countries to continue the programmes after it withdraws support.

- The Ford Foundation has supported closed-circuit television teaching, courses over commercial television, restructuring teacher education, reforming curriculum, and improving quality of instruction through television by providing released time to faculty members to teach televised courses at the college level. The overseas projects include a mobile audio-visual unit for Burma, ETV facilities on several continents, and a computer system at the Indian Institute of Management in Ahmedabad.

- Britain's Open University introduced the whole concept of part-time higher education using distance education. The innovative programme enabled adults to acquire degrees by correspondence courses supplemented by broadcast teaching. Printed media is used to a considerable extent supplemented by radio and television broadcasts and the programme has gained wide acceptance throughout the world.

- USSR Educational Television programmes are tied closely to the productive capacity of the nation and to the strengthening of the economy. The programmes are aimed at continuing education of professionals, farmers, pupils at public schools, and university students. Open circuit lectures are combined with outside correspondence work and inside laboratory work and examinations. The primary purpose of the programmes is to distribute more education to more people at less cost, by not increasing the Faculties and the physical structures.

- Israel Instructional Television preceded commercial television. Thus, education rather than entertainment was the objective. The utilization of television for instructional purposes has been extremely successful because of unfailing support from the government, allowing sufficient planning time, small universe, modestly stated hopes, importance attached to qualitative rather than quantitative purposes, involvement of classroom teachers, and developing a psychology of acceptance, and continuous research feedback.

As seen from international examples, sophisticated media are being used to reach distant learners in a variety of ways. The use of specific methods depends upon national needs and availability of human, technological, and financial resources. If the educational programmes are to be successful, they should be tailored to local needs. In a vast majority of situations, it is desirable to involve international experts and multinational sources of financial and technological support. Both successes and failures should be shared with the international community and there should be a willingness to export programmes to countries that request.

FOOTNOTES

[1] Charles A. Wedemeyer, "Correspondence Instruction: 'Wit's Plough' of Education," General Education Development USAREUR, Pamphlet 621-5-5, USAFI/Europe, October 1964, pp. 1–6.

[2] Loc. cit.

[3] Charles A. Wedemeyer, "Problems in Learning by Correspondence," The Brandenburg Memorial Essays on Correspondence Instruction-I. Charles A. Wedemeyer (editor), Madison, Wisconsin: The University of Wisconsin, 1963, p. 54.

[4] Walter A. Wittich and Charles F. Schuller, Instructional Technology: Its Nature and Uses, New York: Harper & Row, Publishers, 1973.

A Follow-up Study of Unqualified Teachers who were Upgraded through Correspondence in Kenya, 1969–72

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This paper reports how a distance education upgrading programme for teachers in Kenya has generated keen interest in further studies among previously unqualified teachers. However, it also emphasises the important effects of salary increases as an incentive for spare time study. It also indicates the inherent selection of active and diligent students, who get further stimulus through distance education programmes.

INTRODUCTION

This paper describes the results obtained from a study that was done on a sample of previously unqualified teachers who were upgraded in Kenya between 1969 and 1972. The Unqualified Teachers' Programme (UQT) was mounted in 1969 jointly by the Kenya Institute of Education (KIE) which is the body responsible for teacher education and the Correspondence Course Unit (CCU) of the University of Nairobi. To date, over 10,000 unqualified teachers have successfully completed the upgrading courses through radio, correspondence and residential study and have been awarded Primary Teachers Certificate. In order to assess the performance of these teachers in their jobs, it was felt necessary to conduct a follow-up study on a sample of these teachers.

The study was done through questionnaires and face-to-face interviews at two different levels. At the first level, the study was concentrated on the teachers themselves about their own assessment of the programme and its effects on their profession. At the second level, the opinion of the educational authorities was sought regarding these teachers in particular, and the upgrading programme generally.

In this paper, the terms 'teacher' and 'student' are used synonymously to refer to a teacher undergoing training, while 'pupil' is confined to the younger student in the classroom, and 'tutor' is used for teacher trainer or educator.

BACKGROUND

At the request of the Ministry of Education, the CCU agreed to cooperate with the Kenya Institute of Education in setting up an in-service training course for unqualified teachers (UQT). The UQT upgrading course is intended to improve the teaching effectiveness of previously untrained teachers who will only have had seven or eight years of primary education.

The programme is conducted in two phases. The first is professional training in methods of teaching and consists of a year's study divided into three short residential courses held during the school holidays. Between the residential sessions, the courses are supplemented by radio lectures. This first phase of the programme is organised by the Kenya Institute of Education. Candidates who successfully complete this are then admitted to the second phase which consists of a correspondence course in academic subjects, and is conducted by the CCU. The teachers are required to take three subjects, namely, English, Mathematics and either History or Geography, at the first-year secondary level. Those who successfully complete the course and pass the final examination are promoted to P3 grade which is the same as that awarded to primary teachers who have completed two years of teacher training.

The UQT in-service training programme is the only means by which unqualified teachers can be upgraded to the P3 status, and after serving further in the profession, they may attempt higher examinations to attain even higher status. The candidates are carefully selected from among those who have been teaching for over three years and have given evidence of ability and motivation. The programme is controlled by the KIE through their field officers, and the course proceeds in stages which are chronological. The residential sessions held during school vacations are compulsory, and the final examination is conducted at the end of the year. It is, thus, a rigidly controlled, single-purpose and "closed" in-service programme, and it has *ipso facto* proved to be highly successful in terms of completion rates of the assignments and pass rates in the final examinations.

EXAMINATION RESULTS

Since 1969, the UQT programme has produced very encouraging results. About 82 % of those enrolled in the programme have completed their courses successfully and have been awarded P3 teachers' certificates. The average percentage of passes in the final examination in academic subjects is in English 95 %, Geography 96 % and History 86 %. But one must look beyond these figures for student enrolment and examination results. The more important factor is whether the teachers upgraded by this method improve

their performance in their jobs. It is worth noting that, according to the assessment of the Kenya Institute of Education, the unqualified teachers who completed the course and were issued with teaching certificates compared very well academically and professionally with those qualifying from the teachers' colleges. But this needed to be verified. A follow-up study was therefore conducted at two different levels. First, it was directed to the teachers who had been upgraded, and second, to the educational authorities who were in contact with these teachers.

THE TEACHER'S POINT OF VIEW

At the first level, the study was concentrated on a sample of past students who had studied through CCU and had been awarded teachers' certificate. As far as the teachers themselves were concerned, the in-service course had been useful for their professional uplift. About 99 % of them felt that their performance in the classroom had improved as a result of the in-service upgrading course. Many of them indicated that they felt greater confidence in their teaching, and that they commanded greater respect from their fellow teachers than before. A number of these teachers also indicated that the course in 'modern maths' which they had taken as one of the compulsory subjects had proved to be very useful in their classroom teaching because of the recent changes in the primary schools syllabus based on the 'modern maths' approach. It was also evident that the upgraded teachers were more secure in their jobs and stood a better chance for further promotion after three or four years of service than the unqualified teachers. In fact, the unqualified teacher in Kenya is constantly under threat of being phased out of the teaching service as more qualified teachers join the profession. This, in effect, has provided one of the strongest motivating factors for the in-service training course. The other factor is, of course, the substantial salary increase that a teacher gets after being upgraded.

More significant, perhaps, is the fact that about 48 % of the respondents had pursued further courses of study after the initial qualification. Most of these teachers had sat for Kenya Junior Secondary Examination in certain subjects, and about 20 % of them had even gone on to study for the East African Certificate of Education ('O' level). This means that, given proper directions for study, a teacher can, in time, attain higher primary teaching grades of P2 & P1 through in-service training. Another significant point to note is that none of the past students who were interviewed had changed their career after being upgraded, and they did not know of any of their colleagues who had done so.

Among the suggestions put forward by the respondents there was a request to increase the number of academic subjects offered in the upgrading programme. Many teachers felt that there should be more optional subjects to choose from than just History and Geography, and that the authorities should consider including other relevant subjects for classroom teaching purposes as well as for future examination purposes. The one-year professional training was considered to be inadequate by many teachers who suggested extending it into the second year of academic study. It should be possible, through the combined effort of Kenya Institute of Education and Correspondence Course Unit, to incorporate most of these suggestions in future plans for in-service teacher training programmes.

THE AUTHORITIES' POINT OF VIEW

At the second level, the follow-up study was directed towards the the educational authorities, and in particular the Headmasters, Education Officers and Supervisors of those schools where the respondents were teaching. It was important to get a recorded opinion of these educational authorities not only on the quality of teachers upgraded through the in-service courses but also their reactions toward the whole idea of training teachers by unorthodox methods.

It was found from the authorities interviewed that about 95 % of the teachers under their supervision had improved their performance in the classroom after the upgrading course. This was evident particularly in the three subjects they had studied, namely, English, Mathematics and either History or Geography. More important was the observation that there had been visible improvement in the classroom performance and the examination results of the pupils who were taught by these teachers. The effectiveness of a teacher is still measured, in most cases, unfortunately, by the performance of his pupils in the national examinations. Of the cases examined 90 % of them reported some improvement in the pupils' performance.

The educational authorities interviewed were, on the whole, favourably impressed by the quality of the teachers upgraded through in-service training course. They often commented on the apparent determination of these teachers to improve themselves further by attempting higher examinations. None of the teachers had changed their career. One of two Headmasters reported some cases where there was not enough checking of the pupils' work because the teachers were busy at night studying for further qualifications. But, on the whole, there was general agreement among the authorities that the more diligent teachers strived to improve themselves and were more committed to their jobs, while the lazy teachers often neglected their studies as well as their pupils. All the authorities encouraged the teachers to continue to improve themselves in their profession. A few did criticise the unqualified teachers' programme particularly on the inadequacy of the professional training. The period spent on this part of the programme was considered too short and many authorities recommended its extension into the second year. The academic part of the programme was better handled, but a suggestion was put forward to increase the number of subjects in order to provide more options for the teachers.

All the authorities agreed that the in-service training courses offered the best opportunity for most teachers to improve their knowledge and skills, and that the traditional teacher training colleges were not able to cope with the increasing demands for qualified teachers in

Kenya. They agreed also that in-service training courses gave the teachers a good opportunity to apply their knowledge and skills in the classrooms, and to test their suitability, or otherwise, in the actual teaching situations. One schools' supervisor went further to suggest that radio and correspondence methods should be used to disseminate the latest information about curricula changes, teaching methods and educational policies amongst teachers, administrators and parents alike throughout Kenya.

CONCLUSION

The above follow-up study revealed many good qualities about the in-service training programme which should be maintained and improved. It revealed also some weaknesses inherent in the programme itself as seen by the teachers themselves and by the educational authorities who are in contact with the teachers. Many constructive suggestions for improvement were offered by the people interviewed. Effective action on these suggestions calls for joint effort on the part of not only KIE and CCU but also the Ministry of Education and the Teachers Service Commission. The provisions made in 1974 for free primary education in Kenya call for more unqualified teachers to be employed. This means that in-service teacher training programmes will continue to grow. It is important that this growth in numbers should be accompanied by improvement in the quality of teachers produced. By bringing together a group of educators, practising teachers and schools supervisors, it is hoped that a better in-service teacher training programme will be developed. Indeed the Ministry of Education recognizes that, in the long run, a continuing process of teacher education will be the most effective way to deal with the current and future problems. It will allow for new methods and techniques, the changes in the curricula, and the use of distance teaching media to be brought to the teacher's attention. Hence there will be a need for further follow-up studies of upgraded teachers to ensure that the changing demands for education in Kenya are met as effectively as possible.

New Concepts of Distance Education on University Level in the German Democratic Republic

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Within the social framework of the German Democratic Republic, this paper deals with

1. The qualification of working people through distance education and evening classes as part of the integrated socialist educational system
2. The basic concept of distance study courses ending up with college and technical school certificates or university degrees for in-service students
3. The development of the qualification of working people through distance education in the past
4. The present and future development of distance education for in-service students with regard to its content, methods and organization.

0. AIMS OF THE PRESENT PAPER

As at previons World Conferences in Stockholm, Paris and Warrenton we intend to present information about recent developments in distance education on university level in the German Democratic Republic and at the Karl Marx University, Leipzig, at the Tenth ICCE International Conference.

Since distance education has been offered for 25 years at the institutions of higher education in the GDR and at the Karl Marx University a brief survey of the development so far will be given taking into account some relevant aspects. When in our country the "Regulation concerning the application, selection and admission for distance education and evening classes at universities, colleges and technical schools" issued by the Ministry for Higher Education on July 1, 1973, introduced a new stage in distance education on university level we utilized the experience gathered, which was subjected to a scientific generalization and critical analysis, to put forward the concept for further development as laid down in the regulation.

Reporting our experience, which may be useful for further work in the field, we intend to contribute to the international exchange of views and in formation. We were given the opportunity of doing so, for example, at the conference organized by the United Nations Economic Commission for Africa on the occasion of the foundation of the African Association for Correspondence Education in Nairobi, Kenya, in 1973. Again, international discussion was promoted only recently at the seminar on our system of distance education organized by the Karl Marx University for experts from African and Arab countries.

There UNESCO represented by Mrs Saulière as an observer as well as the UN Economic Commission for Africa represented by Mr Kabwasa, and Dr Börje Holmberg, President of the ICCE, as a guest appreciated the successes and advances in distance education in the GDR and at our University. The participation of members from socialist countries, such as the People's Republic of Yugoslavid enabled the experience gathered in these countries to be used for our work and international discussioh.

The Tenth ICCE International Conference will be another platform for the exchange of information and experience obtained throughout the world over three years. We are determined to apply its main results in the best possible way to our further work in the GDR and at the Karl Marx University.

In view of these aims this paper will include the following aspects.

(1) The qualification of working people through distance education and evening classes as part of the integrated socialist educational system

(2) The basic concept of distance study courses ending up with college and technical school certificates or university degrees for in-service students

(3) The development of the qualification of working people through distance education in the past

(4) The present and future development of distance education for in-service students with regard to its content, methods and organization

1. THE QUALIFICATION OF WORKING PEOPLE THROUGH DISTANCE EDUCATION AND EVENING CLASSES AS PART OF THE INTEGRATED SOCIALIST EDUCATIONAL SYSTEM

Building up the developed socialist society in the GDR requires a high standard of qualification for all citizens. The equal right to education for all citizens, which is guaranteed by the Constitution, is put into practice in our country through the integrated socialist educational system. Its elements are

- pre-school education
- the 10-class general polytechnical secondary school
- vocational training
- extended secondary education (qualifying for university entrance)
- studies at engineering and technical schools
- studies at universities and other institutions of higher education
- education and further training of the working people

The continuity and universality of the whole process of education and training are ensured from pre-school education to postgraduate courses. A high degree of agreement has already been achieved concerning contents and methods of all the various levels. Thus, boys and girls can move up to the next level when they have reached the required standard. Also, the change from one main form of education to another is possible as, for example, from full-time studies to distance education, and vice versa.

In the entire process of education and training creative use is made of the same principles of socialist pedagogics, namely

- the close connection between school or university and real life
- the interaction between research and teaching
- the combination of instruction and education
- the unity of theory and practice
- the association of teaching with productive labour and others.

The 10-class general polytechnical secondary school, which is compulsory for all children, is the core of our educational system. The new quality of the general education provided is characterized in particular by the subjects of history and citizenship, by the emphasis on instruction in mathematics and science, by the inclusion of polytechnical instruction and the teaching of two foreign languages.

Older working people whose attainments are not up to this standard can make upp for this attending classes at adult education centres, evening shools, factory and village academies.

For the majority of young people the general polytechnical secondary school is followed by a two-year vocational training course in one of the basic occupations at the end of which they are awarded a skilled worker certificate. Increasing numbers of working people are using the facilities provided by evening classes to achieve the qualification of a skilled worker.

After the general polytechnical secondary school a preplanned number of boys and girls of high attainments are promoted to the extended secondary school where at the end of a two-year course they take the "Abitur" as a condition for university entrance. The "Abitur" can be taken and thus university or college entrance be prepared also in connection with a three-year vocational training course at a factory training centre.

Working people who are doing well in their jobs can take this examination at evening school.

The training provided at engineering and technical schools plays an important role in our educational system. Young people who have passed through the ten-class general polytechnical secondary school and subsequently gained vocational qualifications can become engineers or economists. These cadres are trained to lead workteams, to apply new findings in the social and natural sciences as well as in technology to their spheres of activity and to plan and direct the tasks of production in their subordinate sections. Finally, they are to work in research teams. The course of education and training can be in the form of full-time studies for a period of three years or, for in-service students, in the form of distance education or evening classes.

Between 1950 and 1971, about 350,000 in-service students received certificates from GDR's 150 engineering and technical schools, having been full-time workers all the time.

The 54 universities and colleges form the highest phase of the integrated educational system of the GDR. 46 of these have been established since 1945. In order to adapt higher education to the changing social requirements in our country the Third University and College Reform was carried out, beginning in 1968. Its principal aims and results have been

- the establishment of organic links between the development of our socialist society and its system of higher education to ensure an optimum scientific contribution of the latter to the former;
- the reshaping of the content and methods of education and instruction necessary for developing socialist student-personalities on the basis of new and specifically modified syllabuses which are employed for full-time studies as well as evening classes and distance education;
- the stepwise elaboration of a system of planned postgraduate education in the form of longer postgraduate studies with or without technical school certificates or by means of shorter courses using the forms of full-time, evening or distance studies;
- the ensuring of outstanding achievements in basic research which is specific to universities and is concentrated on special subjects, this basic research being associated in a well-balanced manner with applied research and its findings being immediately utilizable in social life and, in particular, in the teaching profession;
- the development of scientific co-operation within the framework of socialist economic integration in the countries of the Council

for Mutual Economic Assistance and the strengthening of links in the scientific field with all other countries to our mutual advantage;

- the establishment of departments as basic structures for scientific work, which have since proved to be successful;
- the development of an effective system of administration and planning on a scientific basis for the universities and colleges supported by democratic organs such as the University Council, the Social Council and the Academic Council.

The university and college graduates of the years 1950 to 1971 include almost 60,000 people who took their degrees as in-service students engaged in distance education or evening classes. This is about 30 % of all university and college graduates of that period.

2. THE BASIC CONCEPT OF DISTANCE STUDY COURSES ENDING UP WITH TECHNICAL SCHOOL CERTIFICATES OR UNIVERSITY AND COLLEGE DEGREES FOR IN-SERVICE STUDENTS

The main aspect under which education and training carried out at our universities, colleges and technical schools are classified is the student with his specific requirements. This characterization, which is also included in the regulation concerning distance education and evening classes mentioned above, is directed just towards those aims which are pursued by the Tenth World Conference in attempting to define the pertinent educational processes on a world-wide scale. We distinguish from full-time students in technical school certificate, college and university degree courses those working people who are instructed as distance students or in evening classes to take a certificate or degree without interrupting their normal work. Besides this, working people who have already completed courses at technical schools, colleges or universities can get further occupational training through postgraduate courses in the form of full-time or distance studies, evening classes or in combined study forms.

The complex process of education and training at the institutions of higher education is further classified according to the derived aspect of the main study forms. Thus we distinguish between full-time studies on the one hand and distance education and evening classes on the other. We see that there are also combinations possible.

In what follows, however, only the distance studies of in-service students will be characterized.

These studies can be classified as consultation-type courses and are thus different from correspondence courses. Both these types are based on special printed material or audio-visual aids. In the GDR, correspondence lessons are the principal type of printed material for private studies.

Sound tapes and recordings of closed-circuit TV as well as broadcasts of the national TV network are gaining ground.

Consultations serve to prepare and check the private study phases. They are provided up to 20 times a year at consultation centres, mostly universities and colleges.

The seminar sessions covering about two weeks once a year are intensive courses. They include lectures, classes, practicals, tests and exams.

Certain elements of correspondence education are integrated in our type of distance studies. Thus, for exemple, in-service distance students of agriculture have to work out the solutions to problems in the subjects of mathematics and physics. These are sent to the tutors. This is mostly followed by the setting of problems for repetition.

Let us now consider the advantages of in-service student education arising from its specific features, its main forms of organization and its particular character as a whole.

The close interrelation of theory and practice we demand is guaranteed above all in this type of studies. To deepen it systematically is our chief concern.

We consider it to be a great advantage that working people taking part in distance or evening study courses are in a position to utilize the knowledge obtained and abilities achieved immediately in their jobs. The situation is different from that of full-time students who have to store, as it were, their knowledge for future work although they can systematically be given opportunities to make creative use of their scientific knowledge and abilities already during their studies.

Private study is greatly facilitated by a law providing a total of 36 or 48 days off work per annum.

The personal contacts between teachers and students established through consultations and seminar sessions help to develop the student personality and are intended to promote the creativity of the student. We make sure that there is two-way communication, i.e. the feed-back which is decisive for the student to advance, throughout the course. This involves continual checks on the student's progress and performance.

The consultations also enable university teachers to collect and generalize the scientific-practical experience of the distance students. Finally it is possible to induce an exchange of experience among the distance students themselves, which may have a stimulating effect.

It should not be overlooked that consultation-type distance education naturally involves an extra expenditure of work on the teaching

side because all the members of the staff concerned are engaged in the fields of both full-time and distance studies. And besides, the smaller consultation centres have to be staffed. Nor do we underrate the fact that time-consuming travelling to the consultation centres and to the universities is required of the students.

In the "International LOI Bulletin" of Leidse Onderwijs-instellingen, January 1975, we discussed the advantages of distance studies over full-time studies and dealt with these questions thoroughly.

It should be emphasized in the end that the definition of distance education as suggested by Dr B. Holmberg in his publication on the subject is in particularly good agreement with distance education as one of our main study forms. In the preparatory conference material presented by Dr Ripley S. Sims and Mr Gunnar W. Granholm on "The System of Distance Education ? . ." the authors justly point out that it is necessary to integrate distance education as a subsystem in the total educational system. This requirement has been met in our country for many years.

K. Rawson-Jones points out the trend towards supplementing postal distance instruction by group meetings. An investigation into this problem conducted by the Department of Education, University of Lund, Sweden, indicates that the forms of consultation-type courses which were developed in our country are to be made utilizable for correspondence education, which is quite common in Sweden. During a visit to the Lund research team in autumn 1974 I was informed about the results obtained in this investigation till then.

3. THE DEVELOPMENT OF THE QUALIFICATION OF WORKING PEOPLE IN THE FORM OF DISTANCE EDUCATION IN THE PAST

The present state of distance education for in-service students at the Karl Marx University, Leipzig, is the result of 25 years of continuous development. Some of the main aspects will be briefly reviewed.

Consultation-type distance study courses were begun in the GDR in the early 1950's in the course of the Second University and College Reform. They continued the progressive traditions existing in Germany in the field of distance instruction and distance studies and, above all, were based on the experience in distance studies of Soviet higher education. In 1950, Leipzig University, the oldest university in the GDR (founded in 1409), provided distance courses and evening classes for working people for the first time in history.

In those years, a great number of cadres having university or college qualifications were necessary for consolidating the anti-Fascist democratic regime and laying the foundations of socialism. On the one hand, the experienced older workers had to stay in their leading positions in the enterprises, on the other hand there was only a limited training capacity available from the start. Therefore, distance education and evening classes with no interruption of the normal work were offered to older people in leading positions who had not yet attained the appropriate scientific qualifications. Thus, at the same time the university capacities were extended. Besides, the admission of distance students from the working and peasant classes was an important contribution to the democratization of higher education in our country.

In keeping with the needs in the education of university graduates increasing numbers of working people took part in distance and evening degree courses at the universities and colleges in the '50's and early '60's.

Later the reduced demand for distance course graduates had to be considered.

In recent years particular emphasis has been on providing distance education on university level for people who hold technical school certificates in engineering, agriculture and economics. From a political and economic point of view, however it now seems to be desirable to give up this kind of further education because in this way the qualification structure of the working population would be constantly changed and a full distance study course does not seem to be justified.

The current tendency is for younger factory workers holding the "Abitur", who have distinguished themselves by their expertness or as innovators, to be given distance education which will qualify them for work in leading positions.

You see that the demographic structure of our in-service distance students has changed in the period under consideration.

Distance education facilities have been given so far for almost all subjects that can be taken by full-time students. Properly speaking, only medicine has been excluded due to its large amount of laboratory and clinical work. The proportions between full-time and distance students have greatly differed from subject to subject. Further, the main organizational forms have been used and combined in different ways.

It is only fair in this brief review of the development of distance education for working people to point out that it took rather a long time for distance studies to be recognized as a main form of higher education. There were scientists and factory managers who expressed their reservations and objections concerning the level of performance that can be achieved in degree courses for in-service students. Above all there were doubts as to the equivalence of the degrees in the two study forms. The objections disappeared especially because the distance students reached a notable level of performance and as graduates satisfied the most ambitious requirements in their jobs.

One problem which, of course, favours arguments against distance education for in-service students has not yet been overcome. This

is the relatively high proportion of drop-outs. Last year it was about 4.6 % at the Karl Marx University. We counter a strictly negative assessment of the drop-outs by saying that even an incomplete distance study course helps working people to get on in their jobs although we do not underrate the psychological effect of not reaching his goal on the drop-out.

When distance education was in its early phase its peculiarities concerning content and methods due to the different background of the in-service students were especially considered while the identical aims of full-time and distance studies were emphasized. What the older in-service students entering university via a special "Abitur" course though rich in experience both in life and work wanted was, above all, a solid knowledge of the fundamentals of the social and natural sciences, whereas the younger full-time students, who have passed through the socialist educational system, were of course to get instruction which is more oriented towards political and practical knowledge and experience. At present, however, we have younger distance students who have about the same background as the full-time students. Therefore aims and content of education and training for full-time and distance courses can be determined uniformly.

At the beginning, each university and college built up its own distance study courses although with the aid of other institues of learning. It was not long before centralization was introduced with distance education in agriculture for the sake of improving the academic achievements and efficiency and rationalizing many phases of work, the Karl Marx University becoming the centre for the whole of the country. In 1969, the system of centralized distance education for in-service students in the fields of engineering, agriculture and economics was established. A central administration is now responsible for the admission of students (using data processing), the development of syllabuses, the production of teaching materials and the further education of the teaching staffs. With this, distance education in the GDR reached a new stage. The first positive results can be seen.

4. THE PRESENT AND FUTURE DEVELOPMENT OF DISTANCE EDUCATION FOR IN-SERVICE STUDENTS WITH REGARD TO ITS CONTENT, METHODS AND ORGANIZATION

Our main goals for the future of distance education at universities are a higher academic level and greater efficiency in education and training. Some selected aspects of the task which is before us will be dealt with in what follows.

An important consideration at the outset is that both full-time and distance study courses should be based on the future social requirements. We are guided by the idea that today's graduates will determine the level of our overall social development and production at the end of this and the beginning of the next century. On this assumption the characteristics, the profile and the aims of full-time and distance study courses have to be determined equally. We also hold that according to these intentions the same subjects have to be included in the courses but that the contents of education and training has to be differentiated. We emphasize that the specific requirements of each main study form have to be met by appropriate organization and methods of teaching.

4.1 Further development concerning content

At present we concentrate our efforts in distance education especially on reaching a higher academic level of training by making its content more precise and laying this down in what is called specifically modified syllabuses. Our efforts in this respect have been based to a large extent on the new syllabuses for full-time student courses which were worked out from 1969 on.

The subject-matter is subdivided in the same way as in full-time studies, with the different background of distance students requiring a different determination of content.

Entrance conditions for distance students as given in the regulation of July 1, 1973, are the following:

- active engagement in the building up of socialist society;
- good performance in the job;
- as a rule, completed vocational training in a field appropriate to the subject of studies;
- several years of experience in the job;
- qualifications permitting university entrance (the "Abitur").

Special emphasis is placed on the fact that vocational training, occupation and subject of studies should be in close agreement.

Even if these conditions are satisfied it is still necessary to develop a sound socialist motivation in the students aimed especially at increasing their social responsibility and stimulating their endeavour to acquire knowledge. Only in this way the training can be improved and, above all, the percentage of drop-outs can be reduced.

While in the past years only the ordinary final examination was required distance students are now expected to take a degree again. On behalf of achieving a higher academic level this necessitated a new determination of the length of the distance study courses. Basic instruction in Marxism-Leninism is an integral part of each distance education course at a university or a college. Here we are chiefly concerned with achieving high quality and social effectiveness.

The training in economics, management and organization of labour has been placed on a broader basis.

Moreover, we are interested in improving instruction in the mathematical and science foundations of the particular courses.

We have again introduced one foreign language, namely Russian, into the engineering courses.

The comprehensive general knowledge and abilities acquired during a distance study course are to ensure that the graduates may be able to take on a large variety of jobs. In the past we often found that in-service distance students underestimate the acquisition of solid theoretical knowledge but that their strength is on the side of practical application.

In contrast to the general knowledge where teaching contents may remain unchanged for quite some time the specialized knowledge to be presented in science and engineering has to be brought up to date from time to time because of the relatively rapid rate of obsolescence. This is done expecially within the framework of the latest modifications.

Let us emphasize once more that we do not only intend to offer general and specialized knowledge but enable our distance students to be productive in scientific work. We integrate them in the research work of our departments and see to it that research results are transferred immediately into practice through the in-service students.

We are concerned to make full use of the social and vocational experience of our distance students for the whole process of education and training in distance study courses. Thus a unified recognizing and working process is formed which must, of course, be controlled so as to be systematic.

4.2 The methodological framework

The specific modification of the teaching contents goes together with a methodological reshaping of the process of education and training. We want to achieve organizational and methodological structures which are specific to distance education.

Improving the academic level and the efficiency of private study, which is the principal way of aquiring knowledge, is an important aspect of improving the quality of distance education. Here it is of particular importance to control the process of private study with a view to a definite aim.

Controlling private study is done with us through oral guidance during consultations, through guidance included in the correspondence lessons, through printed fully or partly programmed guidance for original textbooks and last not least through printed programmed materials such as those employed at the Karl Marx University in agricultural distance studies for physics and accountancy and in the distance study-course of pedagogical psychology.

Mainly in the first year we give an introduction into the methods of studying. Guidance for private study is then gradually reduced from year to year.

The amount of knowledge to be acquired must, of course, be appropriate to the time available for private study. At present the requirements placed on distance students are still somewhat too high. Yet our assumption is that university distance students should reckon with a total of 60 to 70 hours for work and private study per week.

At present we strive to increase the effect of correspondence lessons on the student personality. The guiding function has to be enhanced, in some cases it even has to be introduced. As you see, we are dealing with the intellectual efficiency of guidance for the correspondence lessons.

We intend to employ the teaching materials for full-time study courses in the various fields including textbooks and practical instructions to a greater extent in distance education using printed guidance.

The newly-adopted foreign language study requires the production of tape material for individual exercises on a large scale.

The knowledge acquired by private study is checked in the form of auto- or hetero-control, the latter using the correspondence lessons and the consultations. Multiple choice tests are also used to simplify correction. Partly, semi-automatic question-and-answer facilities and automatic examining machines are employed.

In an assessment of distance education in 1974 we stated that about 20 to 30 % of the university and college distance students were quite well informed about the contents of the compulsory literature. About 40 to 60 % had a more general knowledge, but the remaining percentage displayed insufficient knowledge.

The quality of the group consultations depends largely on the personal communication between teacher and students. These consultations link together successive phases of private study. We find that at present too much time is spent on the mere presentation of new subject-matter. Moreover we intend to promote the processes of teaching and learning by making more use of audio-visual aids and language laboratories. The application of audio-visual aids including closed-circuit TV to the consultations will condense their content of scientific information. Their extent, therefore, has to be reconsidered and adapted to the capacity of the distance students.

The two-week seminar sessions include especially lectures, classes, practicals and exams. It has proved to be a good policy to hold such sussions partly in model enterprises. In agriculture, for example, distance students visit enterprises where some of their fellow-students work.

The higher academic level we are striving at is reflected in the new examination requirements of the distance study degree courses. Setting the students topics which are of great significance for society as a whole and for the enterprise is an important means of enabling them to do creative scientific work.

Our aim is to establish effective relations and well-balanced inter-

actions between these didactic phases of distance education. Since private study involves individual work we deliberately combine it with collective forms of work, such as work in study groups and during group consultations.

To improve quality and effectiveness in distance education the training of all the teaching staff concerning political and ideological as well as methodological problems has been extended. Besides assistance in methodology offered by our consultation centre, the GDR Central Office for Distance Education the Karl Marx University itself regularly holds seminars for the distance education staff where the latest experience in the field is presented. Even foreign experts have given reports. Teams of colleagues watch consultations using closed-circuit TV. We organize model lectures and tutorials and hold conferences on methodology where experience can be exchanged.

Last not least research on some major problems of distance education for in-service students has been markedly extended.

4.3 Administration and the co-operation between universities and enterprises

There is a centralized administration for all distance study courses on university level in engineering, economics and agriculture in the GDR. The Dresden Central Office co-operates with the consultation centres at the universities and colleges. It is obvious that the centralized branches include those subjects which are of prime importance economically. Besides these, there are other subjects in the social and natural sciences run by the various universities and colleges, which, in turn, make use of minor centres at other institutes of higher learning.

On the administrative level co-operation is also demanded between the universities and the enterprises delegating the students. Here the question is to put into practice requirements already laid down by law.

From our own experience close co-operation between university and enterprise is an indispensable condition for successful distance education. The responsibility for this co-operation lies jointly with the heads of the universities and colleges and their departments on the one side and the managing directors on the other.

The field of co-operation is wide. Thus, a pronounced co-operation is necessary in the elaboration of the specific requirements to be placed on a distance student and of the characteristics of future distance study graduates, which are the basis of the present modification of the syllabuses. Universities and enterprises work together in deciding on admissions, in developing a socialist motivation in the students and in the whole process of education and training.

The universities and colleges are bound to provide lectures given by experienced members of the staff, especially senior lecturers, because due to their practical experience the students' expectations and requirements must clearly be ambitious. At present we also demand higher qualification on the part of the teachers doing the consultations and the tutors working with the student groups. Special tasks for which staff members are responsible are to develop student personalities and to form and consolidate student collectives. At the Karl Marx University many of these collectives are taking part in a competition for good scientific achievements and are striving to be awarded the title of "Socialist collective of distance students". All the tasks just mentioned have to be fulfilled essentially in the first year.

The enterprises delegate the working people selected by them to the universities and colleges and enter into what is called a "qualification contract" with their distancestudents. In it measures are fixed which are aimed at successful studies, especially, of course, at ensuring legal time off work for the distance students. Besides, the terms of employment during and after the study course are laid down in the contract.

5. CONCLUSIONS

The basic concept of distance education on university level as represented above, which is appropriate to our social requirements, has proved to be quite useful. There has been a continuous development for 25 years from which we derive the concept for the next stage.

The 18th General Conference of UNESCO has set those working in the field of distance education far-reaching tasks. It was the aim of this paper to offer noteworthy experience in order to enrich international discussion and to promote world-wide development.

Correspondence Education in The Indian Context

Analysis of Assumptions and Rationale

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A number of misguided assumptions as the basis for launching distance education programmes in Indian universities are listed and commented upon, and a survey of current distance education programmes at the eleven universities concludes the paper.

In closing, the author stresses that a special technology of correspondence education should be devised with the help of educational research.

I

Indian Universities are witnessing a crisis of a very peculiar sort. The growing demand for higher education, the mounting frustration of those who have already undergone some kind of higher education and the dismay and discontent manifest in the public expressions of its administrators, academicians and functionaries are indicative only of the fact that all is not well with the present system of education. Various commissions and committees on education have diagnosed the malaise and have suggested a radical reconstruction of the entire educational context. A few experts on education have ventured to produce excellent critique of this system, while others have even gone to the extent of writing a pathology of higher-education. Inspite of sincere interests and sympathies shown by all concerned, the fact remains that little has been accomplished as far as the quality of higher education is concerned.

Academicians on the Indian scene have categorically admitted that the meaning and relevance in education in general and higher education in particular have to be re-discovered. The social and national goals have to be clearly reflected in the educational plant. But the important question is 'who will do this?' Even if the purpose is unambiguously defined, who will evolve the strategy for effective implementation? For more than a decade, the Indian educators thought that the pressure on higher-education can be largely met by introduction of a supplementary channel in the form of correspondence courses. In the year 1962-63, the University of Delhi initiated the programme of correspondence courses for B.A. (Pass) courses. Since then a number of Indian universities have started such courses and at present there are eleven such universities providing the facility of correspondence courses even for post-graduate degrees in Arts, Education and Commerce. It is interesting to note that the clientele attracted to these courses is almost entirely different from the one envisaged by our administrators. It consists largely of those persons who are either in some job already or are certain to get one in near future. This implies that the correspondence courses in India have served the needs of those who were handicapped because of their personal, social, economic and geographical circumstances. The mad rush for admissions in Indian colleges and universities is still very alarming and in its wake we have brought correspondence courses as an adjunct of regular courses without any systematic planning and analysis of our requirements and problems.

II

In the past 13 years, the Indian universities have attracted about 68 thousand students which is less than 2 per cent of the total enrolment on higher education at present. It is understood that a number of Indian universities have recently shown interest in starting correspondence courses. The University Grants Commission, Delhi, has received proposals for concurrence to initiate such courses from at least a dozen more Indian universities. In view of the fact that these courses at least initially contribute to the revenue of the universities, the motivation can be very well understood. But the fact of the matter is that no one has given serious attention to the envolving of a sound system in correspondence courses. The objectives, the content, and the orientation of the entire programme are as good or as bad as those of the regular one.

III

Certain assumptions underlying the programme of correspondence courses as available in Indian universities may be stated as follows:

- Correspondence courses are a panacea to the problem of numbers in higher education.
- Certain campus problems which ultimately lead to the indefinite closure of the university can be avoided by introduction of a system of education from a distance.
- Correspondence courses are financially sound programmes and in due course they can be commercialised to the extent that the entire university can be made to run out of the revenue collected through them.
- Even second rate teachers and scanty instructional resources can be made to operate such programmes successfully.
- The programme of correspondence courses have a potential for replacing the current system of face-to-face education.

These are some of the most common assumptions made by Indian educators while they plan or implement a programme of correspondence courses. It is well nigh difficult to scientifically record these

assumptions but there are evidences galore to prove this point. Any perceptive observer attending the conferences and seminars on correspondence courses, or following the formal or informal discussions and arguments of Indian teachers and educators associated with this programme may discern these postulates articulated in their pronouncements.

It does not require any time to realize that correspondence courses cannot be a panacea for the problem of numbers. In the Indian context it will be correct to say that correspondence courses attract mostly the serious minded and the mature. This is largely owing to the fact that the youth is thoroughly dis-illusioned and wants to question each and everything which the regular system provides. The prior conditioning of the student in the educational process, the inadequacy of academic equipment, the ill-preparedness of the courses and the course instructors and the available world of work loom large before them in swaying their considerations for higher education. It is, thus, evident that the problem of numbers cannot be tackled by starting of correspondence courses so long as planning is made with regard to the present system of education itself.

The second assumption is also not tenable. Most of the students seeking admission to the campuses are those who have nothing to do elsewhere. Some of them are those who prepare for a political career by working among student groups. They are the potential leaders of the country. Their anxiety is to stir up agitations even on small matters and so work up situations that creates abnormal conditions in the university. Thus, the trick of removing them from the campus by introducing a supplementary channel is not really going to work. This is also substantiated by personal evidence of the author of this paper. One of the very old Indian Universities has been contemplating to start correspondence courses. The vice-chancellor of the university was asked by the author to explain the possible reasons for initiating these courses. During informal conversation, it was gathered that the preparation was being made partly to relieve the campus difficulties. As soon as the Vice-chancellor got convinced that the kind of clientel which creates campus problems is not going to be attracted by correspondence courses, he abandoned the idea of launching such programmes. To reinforce our contention further, it may be added that one of the Indian universities giving correspondence courses could witness at one time quite unusually though, the worst of the agitations ever noticed on the regular campuses. Let us, therefore, admit that correspondence courses cannot solve the campus problems simply because they take away the students to a distance.

The third assumption is partly correct. As the quality of academic resources and facilities for creating conditions for learning are improved, the finances will have to be floated. This obviously needs an appropriate cost-benefit analysis applied specifically to the organisation of correspondence courses. There is no denying the fact that the quality of academic faculty is crucial for the implementation of any programme of education. In order to raise an academically high calibre faculty the emoluments will have to be so adjusted that brilliant persons in the field are attracted. Till then the programme of correspondence courses is likely to continue as a paying propositon.

To plan the system of correspondence courses as a second or third rate channel is dangerous. Any discrimination or the socalled economy effected with regard to the quality of instructional resources and the teachers will amount to a virtual denigrading of the system. However, in most of the Indian universities, the recruitments of academic staff made for the correspondence courses will amply bear out the fact that there is by and large a difference in the academic qualifications and potentialities of the members as compared to those working for regular studies. The assumption that even an inferior quality of academic resources will suffice for the correspondence courses is, thus, cruel, unethical and educationally unsound.

As stated at the outset, the present crisis in the Indian higher education can really be a pointer to the intensive exploitation of other channels of instruction. There is a tremendous potential in the programme of correspondence courses for compensating the gaps and inadequacies of the regular system. In all disciplines, this programme has a great promise but so far no worthwhile endeavour seems to have been made to explore such a possibility. The various subjects in the faculties of arts, commerce and education have been included in the correspondence courses but the practical work in these areas needs a special strategy. In the immediate future there is no signal to indicate that the Indian higher education can be completely substituted by this modality.

IV

It is obvious that the rationale of the Indian system of correspondence courses is *mutatis mutandis* the same as that of the regular programme of instruction. The objectives, content and the method of evaluation for all degrees are in agreement with the one prescribed for the regular system of education. A few Indian educators subscribe to the belief that correspondence courses, as they have made their appearance in the Indian educational scene, are the extension of the present formal system of education. It has helped in introducing flexibility in the erstwhile system. There are others who think that this programme is altogether different and is an outgrowth of a system of non-formal education. At the present stage of its development, it will not be proper to call this a system. It is at its best a supplement to the formal system of higher education prevailing in the country. The following are a few statements which succinctly describe the quint-essential features of the correspondence courses in the Indian context:

- The correspondence courses are a help to those who are deprived of higher education because of their personal circumstances.
- The correspondence courses are largely handled by the medium of print. In a few cases the oral teaching is arranged at different places by holding contact programmes.
- The medium of instruction as well examinations in most cases is regional as well as Hindi or English language.

- The correspondence courses at the post-graduate level are available for M.A. (English Literature, Hindi Literature, Sanskrit Literature, Punjabi, Kannada, Economics, Political Science and History), M.E., and M. Com. The course content is the same as that of regular classes.
- The correspondence courses for undergraduate level leading to B.A. (Pass), B.A. (Hons.) or B. Com, degrees are available in most of the eleven Indian universities.
- The duration of these courses are two or three years for the first degree and two years for the post-graduate degree with the exception of M. Ed. which is a one year course.
- The programme of study is on an annual basis in nine universities and on a semester basis in two universities.

From these general statements it may be discerned that there is no speciality attached to the programme of correspondence courses in the Indian universities. These courses also prepare for examinations leading to degrees as is the case in the regular system o instruction. It will be a misnomer, therefore, to describe them as an autonomous growth representing the emergence of a system of non-formal education.

V

The correspondence courses in the Indian education do not have a long history. It was in the year 1962-63 that these courses were first organized for the first degree level. After a period of a decade or so, the courses leading to post-graduate degrees in the faculties of Arts and Education were initiated. The following is a year-by-year summary indicating the various courses started by the eleven Indian universities.

Name of the University	*Year*	*Degree or Degrees for which preparing and the duration of the courses*
1. Delhi University	1962-63	B.A. (Pass) – 3 years.
	1969-70	B.Sc. (G) – discontinued.
	1970-71	B. Com. (Pass).
2. Panjabi University Patiala.	1968-69	Pre-university Arts – one year.
	1968-69	B.A. – 3 years.
	1974-75	M.A. – 2 years (Panjabi).
3. Rajasthan University, Jaipur.	1968-69	B. Com. – 3 years.
	1971-72	M.A. (History and political science) – 2 years.
4. Meerut University.	1969-70	B.A. (2 years).
5. Mysore University.	1969-70	Pre-university (2 years).
	1969-70	B.A. (3 years).
	1969-70	B.Com. (3 years).
		– Also offers diploma and certificate courses and a Bachelor's degree course in Law.
		– M.A. (English, Kannada and History).
6. Bombay University.	1971-72	Inter (Arts) 2 years.
		Inter (Commerce) 2 years.
		B.A. 2 years.
		B. Co. 2 years.
7. Himachal Pradesh University.	1971-72	
		B.A. 3 years.
	1971-72	M.A. (English, Hindi, Sanskrit, Economics, History and Political Science).
	1971-72	M. Ed.
	1971-72	B.Ed. – discontinued after the first year.
	1974-75	B.A. (Hons.) and non-degree courses.
	1975-76	M. Com.
8. Panjab University, Chandigarh.	1971-72	Pre-University (Arts) one year.
	1971-72	B.A. 3 years.
	1973-74	B. Com. 3 years.
9. Madurai University.	1971-72	B.A. 3 years.
	1972-73	Pre-university one year.
	1972-73	B. Com. 3 years.
10. Andhra University.	1972-73	Pre-university 2 years.
	1972-73	B.A. 3 years.
	1972-73	B. Com. 3 years.
11. Sri Venkateswara Tirupati.	1972-73	B. A. 3 years.
	1972-73	B. Com. 3 years.

This account should enable any observer to notice that the year 1971-72 has registered the largest number of universities launching on correspondence courses. The U.G.C. (Delhi) is busy processing a number of proposals from other universities and it is the future only which may tell us the exact shape such courses are going to adopt. From the analysis it may be seen that these courses have yet to obtain a distinctive character of their own. The economy and the political philosophy of the Indian nation demands that the points of articulation and integration in the various forms of formal as well as non-formal system of education be expeditiously explored. A special technology of correspondence education has to be devised with the help of educational research.

Implications of Open Learning for Independent Study

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After defining a number of essential characteristics of an open education system, the author continues by providing a poignant analysis of the various functions of institutions, stewarding knowledge. In relating this analysis to the concepts and functions of teachers and learners, he draws conclusions and sets directions for future development and work, including the implication of societal values. The paper is related to a wide range of former and present-day scientific and practical work.

I THE OPEN LEARNING PHENOMENON – A TREND

When Adlai Stevenson was running for the Presidency of the United States against Dwight Eisenhower he once commented that "The dream of a new America begins in a classroom." And the French essayist, Guéhenno, quickly provided a more global view: "The dream of a new humanity anywhere can only begin in a classroom." [1]

The trend towards open forms of learning, in this country and elsewhere, cannot be separated from the extraordinary efforts in our times to create, if not a new America or a new humanity, at least better situations out of which an improved human condition may in time evolve. But the open learning trend is also related to a number of other phenomena – social, economic, politic, technologic, demographic and educational.

First, however, we must define what is meant by "open learning". Learning is the act or process of acquiring knowledge or skill. When the adjective 'open' is used to qualify 'learning' we have put a name to a process of learning that is not enclosed or encumbered by barriers, that is accessible and available, not confined or concealed, and that implies a continuum of access and opportunity.

"The term 'open' has been given to so many experimental programs, at so many levels, that it is difficult to find a common definition that will describe – or be acceptable to – all the different enterprises that use the term. There are 'open' schools at the pre-school level, the primary-elementary and secondary level, and in higher and continuing education. However, all the open schools have one principle in common: they are to a greater or lesser extent efforts to expand the freedoms of learners. Some of the open schools are open only in a spatial sense, with learners in school freer to move about in more individualized work patterns; others provide freedoms in more significant dimensions – in admissions, in selection of courses, in adaptation of the curriculum to the individual, and freedoms in time as well as spatial aspects (i.e., learners permitted to start, stop, and proceed at their own pace and convenience). Still others approach the ultimate freedoms – learner goal selection, reaching the learner where he is, in his own environment and situation, on his own terms, and involving him in the evaluation of achievement of the goals that he has select-[2]

The ideal concept of open education would take the form of *education permanente*, open to people at all levels, cradle-to-grave.

If one were to create an institution or institutions congruent with this enlarged definition and to accomplish its implied goals, what characteristics would such an institution have? Ten characteristics of open learning systems were identified in a recent study carried out by the NAEB for the U.S. National Institute of Education.[3]

The ten systems characteristics are:

1. The system is capable of eliciting, interpreting and analyzing learner goals and abilities at the entry point and throughout the student's participation with the instructional and learning program.
2. The system acknowledges that it embodies two separate but related programs – the instructional program embodied in the institutional system; and the learning program carried on by learners with the assistance of the system.
3. The system is capable of enabling learners to participate in the program of learning and instruction without imposing traditional academic entry requirements, without the pursuit of an academic degree or other certification as the exclusive reward.
4. The system requires formulation of learning objectives in such a way that they can serve as the basis for decision in instructional design, including evaluation, and in such a way that they will not only be fully known to the students, but so that students can participate in decision-making.
5. As an operating principle, the system is capable, after reaching a critical minimum of aggregation, of accommodating increased numbers of learners without a commensurate increase in the unit cost of the basic learning experiences; i.e., costs must not be directly and rigidly volume sensitive. After reaching the necessary level of aggregation, unit costs should show a diminishing relationship to total systems costs.
6. The system makes it oper[illegible]lly possible for the methodologies of instruction and learning to employ sound, video,

The present age and certification barriers that separate the education of infants, children, youth and adults will become blurred. Stopping in and stopping out, as needs and situations change, will become more common. Situational learning will motivate many to take up learning again and again, no matter how distant from a higher education institution, using a variety of media, technology and materials. Accreditation and the rewards of degrees and other diplomas will have nothing to do with the place where the student learns, how or in which sequence he learned, or at what pace, but only with whether he learned and can demonstrate the competencies and behaviors which were the objectives of the course.[22] Short seminars, vacation schools, and concentrated laboratory periods will bring faculty and students together periodically on a face-to-face basis. More attention will be given to the "no significant difference" findings of past comparative studies of instruction methods which negate the view that non-traditional approaches reduce instructional standards and quality of learning.

Independent institutions will be more at home in applying these concepts than more traditional institutions, and will find their work more widely accepted.

Diffusion, Access, Communication. Open learning implies more options and choices in learning. Part-time learners in particular will take advantage of improved access to learning opportunity diffused through various communications media. Print, writing, television, radio, the telephone, the computer, graphics, programmed systems, the satellite, tape systems, the video disc will find a place in the diffusion of instruction and learning resources for learners who will communicate as freely or more so than at present. New student bodies will be attracted to rolls of tertiary institutions.

As we have already found in a world short of energy, there are many things which we can learn to do as well as, or better than, we did when our first assumption was that people must be physically transported so they can assemble at our feet. The challenge to technology and to ourselves is to learn to communicate affective and cognitive meanings even more effectively and more humanely than we do at present, for this is an implication from the open learning phenomenon and the independent study tradition.

Institutional Support. While Dr. Harrington's caution respecting the paucity of monetary support in the immediate future is well taken, in time this period too will pass away. The legal and financial bases of higher education will eventually (hopefully) undergo change according to the implications of the open learning trend. New kinds of institutions will require special or modified legislation. Private, non profit institutions will become eligible for certain kinds of federal and even state, subsidy. Part-time learners, who have always been penalized by paying higher fees and receiving fewer rewards, will be treated on an equal basis with full-time learners.[23] Adults, who in extension and adult education programs have always had to pay close to 100% of costs for continuing learning, frequently without academic reward, will eventually be subsidized on a comparable basis with youth simply because it will become recognized that society is the co-beneficiary of any learning which improves a person's life, career, earning power, or coping power. It will make even more sense to subsidize adult learning, since any improvement in adult living, coping, earning is immediately expressed in higher taxes paid on income, in less demand for welfare or assistance, or an improved community. Industry, business, and government will directly subsidize workers who continue learning and can demonstrate improved competence. The elderly (as we note already) will be encouraged to continue learning under higher subsidy as a means of enriching life and understanding, and of increasing communication between learners of different ages to compensate for the social dangers inherent in the shutting out of elderly people from normal social intercourse, particularly with youth.

Since learning will occur in the environment of the learner, wherever that is, many of the social, legal and financial prodecures now in effect will be modified. The social-economic-political support patterns of tertiary institutions will be broadened as the implications of open learning are perceived and acted upon. Consortia, regional agreements, national networks of cooperation and collaboration will have new significance. The issue of local control of education will become less significant as responsibility for learning is more and more the prerogative of the self actuated learner. Again, independent study institutions will be able to accommodate to such changes with less trauma than others.

As noted earlier, even institutions which choose not to be involved in open learning will be the beneficiaries or victims of the changes implied in the trend we have been discussing. Quite obviously the benefit that many seek is the achievement of a "learning society", as so eloquently depicted by Robert Hutchins and Edgar Faure.[24]

The implications of the open learning trend for tertiary education are, of course, speculation, but let us hope that they are at least intelligent speculation, even though intelligence, as the French mathematician Emile Picard observed, "is that faculty of the mind, thanks to which we finally understand that everything is incomprehensible."[25]

The open learning trend is a child of independent study. It affects its parents in significant ways. This child, in fact, may win the acceptance so long denied to its parents. This, in itself, will have a significant implication – as suggested here – on virtually every aspect of our work.

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[22] Within the past month the first American correspondence school (the American School, Chicago) has been directly and fully accredited by the regular regional accrediting association, the North Central Association of Schools and Colleges.

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Part 4 -contd

Student Service, Student Activity and Two-Way Communication

A Statistical Method for Student Evaluation in Distance Education, Part Two

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This is the continuation of Father Cunningham's description of his doctoral study, where he deals with the significance of the relationships between a number of variables in a study of distant students.

In the first part of his paper, published in the first volume of 'The System of Distance Education' he introduced the background and design of his study. In this part, he presents and comments upon the results of the study, and indicates further analyses and investigations that should be made on the material. The division of Father Cunningham's paper is simply due to the timing of the publication of the two volumes of this book, therefore, this section of his paper follows on the preceding one without further introduction. The two sections should be studied consequtively, cf pages 241–245 in Volume I.

II. ESTABLISHING THE HYPOTHESES

The hypotheses were constructed after bibliographical investitation into those areas of most concern to professionals in Correspondence Education. It was determined that the focus of interest was upon completion and non-completion, motivation, courses, student ages.

The hypotheses were then presented to seventeen professionals in Correspondence Education in the United States, as stated earlier. After determination of the ranks of the weighted mean scores for the statements, I judged it most relevant to examine to following hypotheses:

1. Student motivations show no relationship to the completion or non-completion of courses considered as either upper or lower division courses. (Weighted Mean = 2.76)
2. Whether a correspondence study student is a former university student or a non-student is not related to the age range nor to the motivations of professional improvement or of culture and continuing education. (Weighted Mean = 2.38)

3A. Student motivations for taking either Education 320 (Philosophy of Education) or Education 230 (Introduction to Educational Psychology) are not related to completion or non-completion of these courses. (Weighted Mean = 2.29)

3B. Student motivations for taking either Education 310 (General History of Education) or Education 220 (American Education) are not related to completion or non-completion of these courses. (Weighted Mean = 2.29)

4. There is no relationship between completion and non-completion of courses and the grades students receive, where the same course is taken from different teachers. (Weighted Mean = 2.25)
5. The levels (upper or lower division) of the courses students take are not related to their motivations of either professional improvement or continuing education, nor to the rates of completion of the courses. (Weighted Mean = 2.12)

III. METHODOLOGY

Because the data used are discrete in all dimensions the three-dimensional chi-square analysis was employed. Random sampling was originally planned; but a revision of this method of data selection was made in favor of examination of the exhaustive supply of data available in 1969, 1970, 1971, and in the total of these three years. In this way the study was judged to have more practical significance for the Correspondence Study Division of Loyola University of Chicago. Data of more recent years, but nonetheless years wherein students have had every opportunity to complete their work (the maximum completion time allowed is one year and two extensions of six months duration) would prove more useful in this descriptive and exploratory investigation. Reordering of priorities, readjustment of programs and curricula, if required, would be based upon the most recent available information.

One assumption of the chi-square technique is that the data be mutually exclusive. For example, a student cannot be classified in two age ranges while taking the same course. Nor can the student be categroized with more than one enrollment motivation for a given course. Nor can it happen that a person who enrolls with a particular motivation will automatically be categorizable within a certain age range, or as taking a particular course. For chi-square analysis data must be discrete or mutually exclusive, and independent.

A second assumption of the chi-square analysis is what statisticians refer to as the inflation of N. Basically this means the avoidance of duplicate entries of information. Quinn McNemar has described this as follows:

> A second assumption is that the observations be independent of one another. This assumption is violated when the total of the observed frequencies exceeds the total number of persons in the sample(s). Such an inflation of N occurs when multiple observations are made on each person and each person is counted more than once. (10)

Thus, for any given triple entry of data, there is a one-to-one-to-one relationship. It is not possible, for example, for a single student to be counted as enrolling in two courses with the same motivation. It should be noted however, that such a phenomenon can and probably does exist. Many students will enroll for two courses at the same time. But for purposes of chi-square analysis, it was possible to select data in such a way that there was no such inflation of N. The data taken from computer storage in statement 1, for example, were called up in such a manner that where a student did in fact have a dual enrollment, information concerning the first enrollment was selected for analysis.

In 1974 McNamee (11) defended a dissertation before the Graduate Faculty of Loyola University of Chicago in which he developed a computerized program for the determination of three-dimensional chi-square analysis. The faces of this three-dimensional array were 2 x 2 x n, where n could assume values from two through twelve. This design proves most useful for correspondence education's selfanalysis of its strengths and weaknesses. It can assist greatly in the realization of that statement:

> we also have to try to isolate the various components of the man-materials system with which we are working in order to be able to develop new courses as efficiently as possible and be able to evaluate existing courses as objectively as possible.

IV. RESULTS

I will not discuss the results of analysis of each statement given on page. I elect to provide examples of the possible observations, recommendations and conclusions that this method suggests. The three-dimensional arrays of the data organized for each of the statements are given in Tables 1 through 6.

It can be noted that the arrays themselves provide material for questioning and self-analysis, even before the application of three-dimensional chi-square analysis. Why are there, for example, so few enrollments for reasons of professional improvement and culture throughout Statement 1? (The total available N was nearly 3,900.) What does this say about the nature of the courses offered? What does this say about the motivation of those who enroll? It cannot escape notice that the largest enrollment motivation category is the first one -- students enroll because they need to meet a degree requirement at another institution.

But then there is the question of course completion and non-completion. What happens to those who enroll to meet a degree requirement, yet never complete the course? Of all the persons who might be expected to complete a course, common sense would seem to indicate these might have the highest rate of completion. But non-completions outweigh completions throughout the table!

The exploratory nature of this investigation is evident even before chi-square analysis. A forceful external motivation, such as obtaining a degree, is not sufficient to carry a student through to completion of the work. One is here reminded of the earlier statements of Alan Knox and Douglas Sjogren who wrote:

> that motivation might be most influential at two points in the process [of learning]: in the initial decision to participate and in whatever effect motivation might have on actual learning. (12)

These authors were discussing adult learning in other settings. Their remarks are still noteworthy and deserve consideration. They remark in another part of their work:

> It has been demonstrated many times that only a relatively small proportion of variability in school performance can be explained by ability test scores. (13)

In-depth study and follow-up of students who completed and did not complete work under such circumstances as degree requirement would prove very interesting, I am sure. What does distinguish the completions from the non-completions when such external motivation demonstrates results common sense is less likely to predict? The possibilities of further three-dimensional analysis of this one portion of Statement 1 are nearly limitless. All that is required is an unbiased, inquiring mind.

This is a single example of the inquiry that the three-dimensional array of data can produce. Similar questions can be posed after examination of the other statements.

What exploratory study can come from chi-square analysis? This is demonstrated by an inspection of the results of Statement 5, where the null hypothesis is examined in the light of the data for all there years combined. As Table 7 indicates, there is significance in the chi-square value for this set of data. The null hypothesis had to be rejected. There is association between the courses taken, the motivations of professional improvement and continuing education, and the rates of completion.

Hasty conclusions should not be drawn from this information, however. Only two of seven possible motivational categories are part of this study. Statistical investigation suggests first of all that more extensive study of this same hypothesis should be made. Two of the main variables are presented in their totality in this design.

Courses, considered as either upper or lower division, is an all-inclusive variable. Similarly, the three rates of completion cover all possibilities within the maximum time allowed for course completion. But only a portion of the total range of enrollment motivations is covered. This variable, too, in its totality should be explored before a claim can be definitively made that there is sufficient evidence to reject the null hypothesis in its most extensive and universal sense. Only aftersuch a complete investigation should there be the decision to change the policy on time limit for course completion. At Loyola University of Chicago, the time limit for course completion is one year from date of enrollment. This three-dimensional chi-square analysis gives clear indication of the need for more study of the question before a policy change is initiated. But it is important to remain open to the suggestion that the data and analysis do make that a policy change should not go unconsidered.

An extrinsic reason, not apparent in the data or the analysis (though suggested by both of them) can also be considered for remaining open to policy change. Would more students enroll in courses if they were informed in advance that there is a sufficient time for course completion – an amount of time that does not necessitate an embarrassment of being required to give reasons for requesting an extension?

I have discussed the results of the three-dimensional investigation on two levels, and by means of observations made on only two of the six statements that comprise this study. I have thereby intended to show that this kind of self analysis is descriptive and exploratory. The three-dimensional array of data, even before chi-square analysis, can be of significance to the inquiring mind. The chi-square analysis itself can suggest the need for even more in-depth inquiry.

It should be equally significant that this method of analysis is beneficial to the system of correspondence education, and not only to a particular institution. The statements I have presented have been analyzed with information available in one institution. The same hypotheses, however, can be tested in other institutions. And it should be evident, too, that the method can assist in the collation of specific research findings. These findings, in turn, can assist in the formulation of general theory. Analysis of random samples of available data will assist greatly in this task. And we need general theory in correspondence instruction.

Is there a difference between enrollment motivation and motivation to continue learning to its conclusion? Is one an extension of the other? Are the two noticeably different? Are they different only for certain kinds of courses? The theoretical questions that can be asked and investigated by this method of analysis, and by pursuit of the observation of Knox and Sjogren, are limitless.

In 1969 Otto Peters addressed this Conference at its eighth international meeting in Paris. He made a provocative observation fraught with possibilities of three-dimensional analysis on a theoretical, methodological level. He stated:

> In the United States many comparative experimental studies were conducted in order to test the efficiency of correspondence instruction. Usually one group of students was taught by correspondence and the control group of the same size by a teacher, the result being that both methods were about equally efficient. Now, if these researchers had reflected about the structural differences between oral and written instruction, between classroom and correspondence instruction, they would never have started on such experiments. They judged and assessed correspondence instruction in terms of oral instruction and missed the point, although they had been very accurate, expecially in the statistical treatment of data. If these experiments had been guided by a sound theory, the researchers would have seen that the real potential of correspondence instruction can never be shown in experiments of this kind. (14)

That the real potential of correspondence instruction can never be shown in experiments of this kind is perhaps a moot question. That it has not, until now, been shown in experiments of this kind is evident. Dr. Gayle Childs stated in 1973 that,

> there is no consistent evidence which establishes that any one form of providing this learning input is superior to others. In fact, the evidence is overwhelmingly to the contrary.

Perhaps he stated it best later in this same address:

> I want to reduce it [that methods of learning make no difference as research has found] to a profound, carefully and precisely worded psychological principle which I will call Childs' first law of impact of method on the human organism. It reads, "Insofar as general educational methodology is concerned, the brain doesn't give a damn."

I hope that in some small way, the real potential of correspondence instruction can become more realized by means of the kind of investigation I have described. This is my motive for presenting to you, the members of this Tenth International Conference, a method of self-analysis applicable to theory and practice. This is a method that explores the man-materials system in correspondence instruction. Is it more important that the method solves questions and determines the significance or non-significance of null hypotheses, or is it more important that the method generates more questions, further inquiry, both practical and theoretical?

What do the research findings say about the student of correspondence instruction? They certainly suggest that in-depth investigation into possible differences between internal and external motivation be made, particularly with a view to the differential effect of each upon course completion. They also suggest more theoretical inquiry into differences between enrollment motivation and motivation to carry a course to completion.

What do the findings say about self-analysis of the Correspondence Study Division of Loyola University of Chicago? Is it wrong to ask whether the current policy on time for course completion be chang-

ed? Is it wrong to ask whether other institutions may have material evidence for the same consideration?

I cannot resist a moment's reflection on the nearly tailor-made structure of correspondence education in the investigation of factors affecting mastery learning. Why does correspondence education place any time limits on the learning process? Could it afford to give up such a policy, even on an experimental basis, in the interest of studying motivational influences on learning behavior?

What broader implications can be made for correspondence education? I believe this three-dimensional method can prove useful for imaginative, theoretical inquiry into the method. Can Peters' observation, for example, on the non-oral character of the method be explored in greater detail? Can the statements of Knox and Sjogren on motivational influences be investigated.

In this paper I have not discussed the results of each statement that was analyzed by this method. Such discussion is welcome. But in the interest of the real potential of correspondence instruction, I would also welcome your contributions to future investigations that might employ this same experimental procedure. What you can contribute to further practical and theoretical studies if far more important than what I have given to you.

FOOTNOTES

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(11) McNamee, Raymond J., "Robustness of Homogeneity Tests in Parallelepiped Contingency Tables." Doctoral Dissertation (1973) Loyola University of Chicago

(12) Knox, Alan B., and Sjogren, Douglas, "Motivation to Participate and Learn in Adult Education," Adult Education Volume 12, Number 4 (Summar, 1962) p. 240

(13) Ibid., p. 242

(14) Peters, Otto, "Theoretical Aspects of Correspondence Instruction," in The Changing World of Correspondence Study Ossian MacKenzie and Edward L. Christensen (editors) (University Park: The Pennsylvania State University Press) 1971 p. 224

TABLE 1

STATEMENT 1 Student motivations show no relationship to the completion or non-completion of courses considered as either upper or lower division courses. (Weighted Mean = 2.76)

	Courses							
	1969		1970		1971		All Years	
Motivations	Upper Division	Lower Division	Upper Division	Lower Division	Upper Division	Lower Division	Upper Division	Lower Division
Degree Required – Other								
Completion	97	313	94	308	75	255	266	876
Non-completion	123	546	114	511	82	317	319	1374
Degree Required								
Completion	1	1	4	1	24	36	29	38
Non-completion	2	8	6	18	16	43	24	69
Teacher Certification								
Completion	21	57	31	77	41	88	93	222
Non-completion	21	50	21	50	26	64	68	164
Professional Improvement								
Completion	0	0	0	0	1	27	1	27
Non-completion	0	0	0	0	8	44	8	44
Graduate Prerequisite								
Completion	0	0	0	0	1	6	1	6
Non-completion	0	0	0	1	1	5	1	6
Continuing Education								
Completion	3	16	13	23	7	26	23	65
Non-completion	9	51	21	52	13	31	43	134
Culture								
Completion	0	0	0	0	0	3	0	3
Non-completion	0	0	0	0	0	4	0	4

TABLE 2

Statement 2 – Whether a correspondence study student is a former university student or a non-student is not related to the age ranges nor to motivations of professional improvement (PI) or of culture and continuing education (CCI). (Weighted Mean – 2.38)

	Motivations							
	1969		1970		1971		All Years	
Age Ranges	PI	CCI	PI	CCI	PI	CCI	PI	CCI
55–59								
Former Student	0	1	0	0	0	0	0	1
Non-student	0	18	0	15	6	17	6	50
50–54								
Former Student	0	0	0	0	0	0	0	0
Non-student	0	7	0	13	4	7	4	27
45–49								
Former Student	0	0	0	0	0	0	0	0
Non-student	0	5	0	8	10	8	10	21
40–44								
Former Student	0	0	0	0	0	0	0	0
Non-student	0	7	0	15	7	4	7	26
35–39								
Former Student	0	0	0	0	0	0	0	0
Non-student	0	7	0	8	4	3	4	18
30–34								
Former Student	0	0	0	0	1	2	1	2
Non-student	0	6	0	3	9	8	9	17
25–29								
Former Student	0	2	0	1	1	2	1	5
Non-student	0	4	0	12	10	14	10	30
20–24								
Former Student	0	0	0	2	3	1	3	3
Non-Student	0	16	0	18	12	12	12	46
15–19								
Former Student	0	0	0	0	0	0	0	0
Non-student	0	2	0	3	0	0	0	5

TABLE 3

STATEMENT 3A – Student motivations for taking either Education 320 (Philosophy of Education) or Education 230 (Introduction to Educational Psychology) are not related to completion or non-completion of these courses. (Weighted Mean = 2.29)

	Upper (320) and Lower (230) Division Education Courses							
	1969		1970		1971		All Years	
Motivations	Education 320	Education 230	Education 320	Education 230	Education 320	Education 230	Education 320	Education 230
Degree Required – Other								
Completion	8	3	7	4	4	10	19	17
Non-completion	12	12	11	15	6	5	29	32
Degree Required								
Completion	0	0	1	0	1	0	2	0
Non-completion	2	1	1	0	1	0	4	1
Teacher Certification								
Completion	4	5	12	9	11	5	27	19
Non-completion	4	6	5	6	14	1	23	13
Professional Improvement								
Completion	0	0	0	0	0	0	0	0
Non-completion	0	0	0	0	1	1	1	1
Graduate Prerequisite								
Completion	0	0	0	0	0	0	0	0
Non-completion	0	0	0	0	0	0	0	0
Continuing Education								
Completion	0	0	1	0	1	0	2	0
Non-completion	0	1	0	1	0	1	0	3
Culture								
Completion	0	0	0	0	0	0	0	0
Non-completion	0	0	0	0	0	0	0	0

TABLE 4

STATEMENT 3B – Student motivations for taking either Education 310 (General History of Education) or Education 220 (American Education) are not related to completion or non-completion of these courses. (Weighted Mean – 2.29)

	Upper (310) and Lower (220) Division Education Courses							
	1969		1970		1971		All Years	
Motivations	Education 310	Education 220	Education 310	Education 220	Education 310	Education 220	Education 310	Education 220
Degree Required Other								
Completion	5	7	6	6	1	4	12	17
Non-completion	2	10	4	5	1	4	7	19
Degree Required								
Completion	0	0	0	0	0	0	0	0
Non-completion	0	1	0	0	0	0	0	1
Teacher Certification								
Completion	2	4	1	4	3	3	6	11
Non-completion	3	5	4	5	1	5	8	15
Professional Improvement								
Completion	0	0	0	0	0	0	0	0
Non-completion	0	0	0	0	0	0	0	0
Graduate Prerequisite								
Completion	0	0	0	0	0	0	0	0
Non-completion	0	0	0	0	0	0	0	0
Continuing Education								
Completion	0	0	0	0	0	0	0	1
Non-completion	0	0	0	0	0	0	0	1
Culture								
Completion	0	0	0	0	0	0	0	0
Non-coinpletion	0	0	0	0	0	0	0	0

TABLE 5

STATEMENT 4 There is no relationship between completion and non-completion of courses and the grades students receive, where the same course is taken from different teachers. (Weighted Mean – 2.25)

	Course D	
	1969	1971
Grades	Teacher X	Teacher Y
A		
Completion	7	9
Non-completion	0	0
B		
Completion	10	6
Non-completion	0	0
C		
Completion	0	0
Non-completion	0	0
D		
Completion	0	0
Non-completion	0	0
F		
Completion	0	0
Non-completion	0	0
W		
Completion	0	0
Non-completion	52	29
W-Inc		
Completion	0	0
Non-completion	2	0

TABLE 6

STATEMENT 5 The levels (upper or lower division) of the courses students take are not related to their motivations of either professional improvement or continuing education, nor to the rates of completion of the courses. (Weighted Mean – 2.12)

	Courses							
	1969		1970		1971		All Years	
Rates of Completion	Upper Division	Lower Division	Upper Division	Lower Division	Upper Division	Lower Division	Upper Division	Lower Division
One Calendar Year								
Professional Improvement	0	0	0	0	2	33	2	33
Continuing Education	2	8	10	14	2	19	14	41
One Calendar Year and One Extension								
Professional Improvement	0	0	0	0	5	14	5	14
Continuing Education	4	46	18	42	10	24	32	112
One Calendar Year and Two Extensions								
Professional Improvement	0	0	0	0	1	19	1	19
Continuing Education	5	7	5	14	3	10	13	31

TABLE 7

Chi-square Values of the Tested Statements

STATEMENT (dimensions)	Experimental Chi-square 1969	1970	1971	All Years	Chi-square (0.05, df =)	Null Hypothesis Accepted	Rejected
1 (2x2x4)	1.89	5.08	2.45	4.35	7.81 (df=3)	X	
2 (2x2x3)	—	—	1.33	1.99	5.99 (df=2)	X	
3A (2x2x2)	0.43	0.14	0.27	0.48	3.84 (df=1)	X	
3B (2x2x2)	0.96	0.80	0.61	0.50	3.84 (df=1)	X	
4A (2x2)		28.75			3.84 (df=1)		X
4B (2x2)		1.25			3.84 (df= 1)	X	
4C (2x3)		100.69			5.99 (df=2)		X
5 (2x2x3)	—	—	1.42	7.11	5.99 (df=2)		X

Creating a Learning Environment for the External Student

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The author describes various ways of keeping in regular, social contact with students scattered over an area of 2,5 million km^2. He deals particularly with various aspects of regional and local study centres, their functions and the need for local adaptation.

INTRODUCTION:

Successful involvement in distance ducation programmes requires an understanding of the types and uses of educational technology, and the ability to select a combination of these, most likely to create a favourable learning environment. When the classroom covers two and a half million square kilometres, with a population of just over a million people, distance education becomes a challenge of some dimension. This is the unique setting in Western Australia where 70 % of the population lives in one major city, Perth, while the remainder is scattered into small centres separated by vast distances. Even the most populous country towns have relatively small numbers of up to 25,000 people. The challenge is to provide distance education over one-third of the Australian continent, inhabited by only 8 % of the population.

The problem of providing opportunity for tertiary education in such a country demands constant experimentation. In this environment it is the person in isolation that comprises the student body for external studies. He challenges the educators to produce programmes and methods that will offer him equal opportunity with those of the city. For the isolated student has many disadvantages, and requires –

- *opportunities for peer group involvement and self evaluation,*
- *accessibility to the range of laboratory, library, counselling and student services,*
- *involvement in cross-disciplinary activity, and*
- *personal contact with academic expertise.*

This was the situation when the Western Australian Institute of Technology commenced in 1967, and became involved in external studies. From a modest beginning, evolved around traditional correspondence methods, the W.A.I.T. has developed a range of techniques and activities on an experimental basis, aimed towards providing a quality external studies programme in tertiary education. Student numbers have grown from 960 in 1973, to 1,520 in 1975, and along with this increase has developed a versatile academic staff team to supervise, co-ordinate and implement the programme.

Broadly, the programme covers three integrated areas involving the academic and administrative services –

- *student counselling*
- *learning resources*
- *academic expertise*

STUDENT COUNSELLING

Student counselling demands a programme covering pre-enrolment, postenrolment and continuous counselling services, and ranges from special functions for service groups and professional societies, to the specific questions as raised by the isolated student. Community information services, schools liaison work and individual counselling on selected courses are part of the heavy pre-enrolment demand. This is met through the distribution of leaflets and handbooks relating to external studies and an extensive visitation programme to country areas.

The early post-enrolment service involves all members of the Department of External Studies in a comprehensive programme covering the vast geographical boundaries of the classroom. Staff move throughout the area establishing face-to-face contact with students, individually, and in small groups. The counselling period is largely devoted to basic follow-up procedures, ensuring that students are correctly enrolled, fully equipped with learning materials, textbooks, etc., and conversant with the range of services and resources at their disposal. One member of the staff team traverses over 2,600 kilometres in a three day air safari using the intra-state commercial airline. This trip involves contact with groups of students living in the mining towns scattered throughout the iron ore region, where transport is dependent on air services. Other centres, within a 600 kilometre radius of Perth, are visited by car, as staff move throughout the vast agricultural and pastoral areas where extensive wheat and sheep farms flourish – here is a school teacher, a housewife, a teenager, pursuing undergraduate studies, or perhaps an accountant or middle level manager engaged in post-graduate studies in administration.

The continuous counselling service is provided in various ways. There is the regular mail and telephone communication established

between the student and tutor. Specific queries are resolved; problems affecting the rate of progress are discussed; personal, occupational and social implications are shared. In fact, close relationships quite often develop between the external student and the tutor during this period. In one specific area, covering 20,000 square kilometres, the Senior Education Officer uses a small single engine aircraft on his regular visitations. In another sparsely populated region the flying padre of an Australian Mission has been recruited as a part-time counsellor. As he moves throughout the outback he not only acts as counsellor for the W.A.I.T., but fulfils a valuable role as he assesses the educational needs and demands of the people.

The counselling activities conducted through the Department of External Studies are complementary to the regular activities of the central Counselling Service of W.A.I.T. This service comprises counsellors, medical officers and chaplains permanently involved with student problems in such matters as selecting a course, choosing a career, methods of improving study habits and reading skills, personal problems, etc. These officers periodically form part of the staff team visiting country areas.

LEARNING RESOURCES

A wide range of techniques and media are used to form the packages of learning materials. Study Guides, printed core material, and audio-tapes dominate as the basic learning package, while some units use slides and microfiche. An External Library collection has been developed specifically for external students and requests for books and photocopies are handled through specialised library staff officers. Mini-libraries are developing in regional study centres, with a country box service providing wider distribution for small groups of students. An extensive programme is being undertaken to improve the quality of the learning materials through the wider use of video material in group situations. The problems associated with the geographical distribution of population limit the use of video techniques and this medium is mainly used in the group experience at regional centres and during intensive schools.

The development of regional study centres, as a focal link in the educational programme, has introduced opportunities for group involvement, learning re-inforcement and extensive community integration. These centres vary in pattern, and provide the flexibility required in a country with a diversified, widely scattered population.

One pattern includes the appointment of a senior education officer who operates from a major centre and organises a complex of centres over a wide geographical area. The major centre includes a separate building with administrative offices, tutorial rooms, an audio-visual section, and a regional library. Library and study facilities are well patronised, copies of all learning packages and information bulletins are in constant demand, and in general the centre provides the functional services operating at the main Institute. The centre serves as a focus for community educational services and extensive adult education courses and area seminars are a regular feature of its programme.

The most modest centres, scattered throughout a large geographical area, operate through the co-operation and goodwill of the local educational, governmental, business and mission authorities. In some areas the centre is conducted in a high school, while others operate from government meeting rooms, business training centres or mission community centres. The co-ordinative activities are supervised by a variety of personnel including teachers, staff personnel officers, chaplains, country shire clerks and business men. As this activity is in its infancy, the staff team are well aware of the need for regular feed-back as to its effectiveness. They are constantly alerted to develop a sensitivity to the peculiarities of each area, and to recognise these as key factors in establishing future centres.

There are a wide selction of blueprints that could be used in setting up regional centres and the appropriate literature generally incorporates a common section of educational objectives. However, I consider that the specific features surrounding distance education in this country demand a policy that allows for the uniqueness of the population distribution, and provides for a flexibility in growth within the constraints of limited resources.

Some of the main considerations are –

- *In selecting the area to be served, economic reasons and developmental objectives may be more significant in some cases than the size of population,*
- *The range of courses being offered should be sufficiently varied to cater for the demands for undergraduate, retraining, para-professional, post graduate and adult extension programmes over differing periods,*
- *The administrative and staffing structure should permit career advancement for permanent staff members, and include the use of local expertise on a part-time and advisory basis.*

Regional study centres should be recognised as part of an integrated system providing opportunities in tertiary education for all members of the community. In sparsely populated countries, this involves the existence of a number of large tertiary institutions within a city metropolis, with regional centres operating in strategic locations in the country. The cost problem of establishing centres can be relatively low if a pattern for growth is accepted which draws on the vast resources invested in high density area tertiary institutions.

ACADEMIC EXPERTISE

At the W.A.I.T., the responsibility for academic services is vested in the various academic departments. The basic learning materials are prepared by academic staff members and the ongoing process of handling assignments and monitoring the assessment of students re-

mains their responsibility. However, the Department of External Studies shares in the academic programme through exercising general oversight as to the quality of materials produced, and the organising of support activities for student-staff interaction.

A programme of support tutorials has been introduced throughout the outlying areas providing access for students to meet together in a learning situation. These vary in emphasis, some directed towards an indepth study of a particular subject or discipline such as economics or mathematics, while others concentrate on the interrelationships of subjects within a particular course. Still others provide the setting for students in various disciplines to meet, share their particular problems, and interact as a student body. Staff is recruited from the range of professional expertise available in the community, and engaged as "part-timers". In addition, some staff members of the Department of External Studies are involved as itinerant lecturers.

These members provide valuable links with part-time staff and students, as they move between the various centres conducting tutorials and sharing in community activities.

External Seminars and Intensive Schools give further opportunities for students to interact with academics. Certain schools conduct the seminars on the city campus while other seminars are held at regional centres. These activities are planned to offer further enrichment in subjects involving heavy practical work, and are used extensively where group participation is essential. Counselling services on study problems and student progress; formal and informal contact sessions with academics; interaction with other students and short workshop sessions for developing reading and study skills, have all formed the intensive school programmes. Feedback from students supports the continuity of these activities, though preference has been indicated for more short seminars where students may concentrate in depth on their particular subjects.

While experimentation continues, the W.A.I.T. remains engaged in establishing strong lines of two way communication. As ideas become practical attempts to improve the educational services, an increasing demand occurs for a more valid measurement of such services. The future is open for further developments in creating a learning environment. These could include —

- *the introduction of a radio hook up system operating from regional centres,*
- *the availability of key subject units through an external system, supported by television and newspaper services,*
- *a wider use of alternative laboratory services throughout the outlying areas.*

Whatever the techniques developed, the demand for off-campus educational services at the tertiary level will continue as a challenge to the academic minded. While this remains a dynamic feature of distance education, the quest for its solution will always absorb academics in experimentation and evaluation.

Two-way Communication within a Distance Teaching System

Mr Hilary Perraton

The International Extension College, Cambridge, U.K.

A picture of distance community development programmes is drawn up with a few quick strokes of a brush, dipped in bright paint. In particular, the author describes alternative methods of adapting a course programme to the needs of various student groups, and means of activating students in meaningful ways. The illustrations are taken from projects in Tanzania and Botswana.

Education is like sex in two ways. It's easier (as well as pleasanter) to do it than to write about it with conviction, and it ought to be enjoyed by both parties. Perhaps it should be enjoyed equally by both parties — the educator and the educated. Certainly both parties should be contributing to it. It's long been assumed in adult education that the class, as well as the tutor, will bring ideas to their meeting or lesson. And the better adult educators have long been intent on linking the subject matter they want to deal with to the interests of their class. The same can be true at much humbler levels: the Chief Inspector of Education for Kano State in northern Nigeria stressed to me the other day how important it was in infant and primary schools to build on the experience which the children bring to the classroom. But this presents particular difficulties to the distance educator. By definition, and for sound practical reasons, much of our teaching material is prepared in advance. The same material is sent to tens or hundreds or even thousands of students, with scant regard for their individuality. What can we do about it?

'To achieve basic understanding with someone is a very rare privilege in any circumstance.'[1] It's a problem for writers of seminar papers as well as for distance educators. This paper rests on two assumptions; there isn't space to justify them at length. And so, if they seem to you arrant nonsense, I suggest you go away and have a drink instead of proceeding beyond the next couple of pages.

TWO IDEAS

The first proposition comes from Paulo Freire who writes 'Conscientization refers to the process in which men, not as recipients, but as knowing subjects, achieve a deepening awareness both of the socio-cultural reality which shapes their lives and of their capacity to transform that reality'.[2] In other words, one of the aims of education is to enable men to change themselves and their environment. This aim can be achieved only if we treat them as subjects, to use Freire's term, as people with control over their own lives and their future and with a right to that control. It cannot be achieved if our function is simply to provide them with information which we, as educators, have decided is good for them. (It is also an aim which we are far from meeting in the English educational system, at least, today. Eric Midwinter, then in charge of the Educational Priority Area in Liverpool, used to explain graphically how, in a proper concern with participation, the Liverpool planners asked the people living there how they wanted their street to be developed and changed. But the attempt at participation was a failure, for the people living there hadn't been taught how to begin to answer questions like that.)

The second proposition relates directly to the main theme of the conference: that it is helpful and illuminating to regard education as a system. I set out one possible model for the process of developing educational materials on the next page.[3] I hope the diagram is self-explanatory. It suggests that, to make good educational decisions, we need to start by considering educational needs, and from them go on to consider objectives, and the resources available to meet them as well as the constraints involved. The definition of objectives, resources and constraints enables us to define the subject matter — a process which, following Freire, necessarily involves dialogue with our students. That much is all straightforward, in theory though not in practice. It's the other stages of deciding between alternative ways of meeting the same objectives, or of choosing the selection criteria by which we will choose one way rather than another, that seem to me to be particularly difficult, and particularly neglected questions. And it is in precisely these stages that we come up against the difficult questions about two-way communication in distance education. If we believe with Freire, that dialogue is central to education, then in thinking about methods and choice of methods of helping people to learn, we have to think about dialogue and feedback. And that is peculiarly difficult when we are talking not of a live teacher but of the use of pre-recorded teaching material. It's also peculiarly important if we believe that traditional methods cannot alone solve the world's educational problems.

GO HOME MILTON FRIEDMAN

Before going on to consider more interesting questions, let's just close an economist's bolt-hole. In my SELECTION CRITERIA box I've suggested that we have to define the criteria by which we

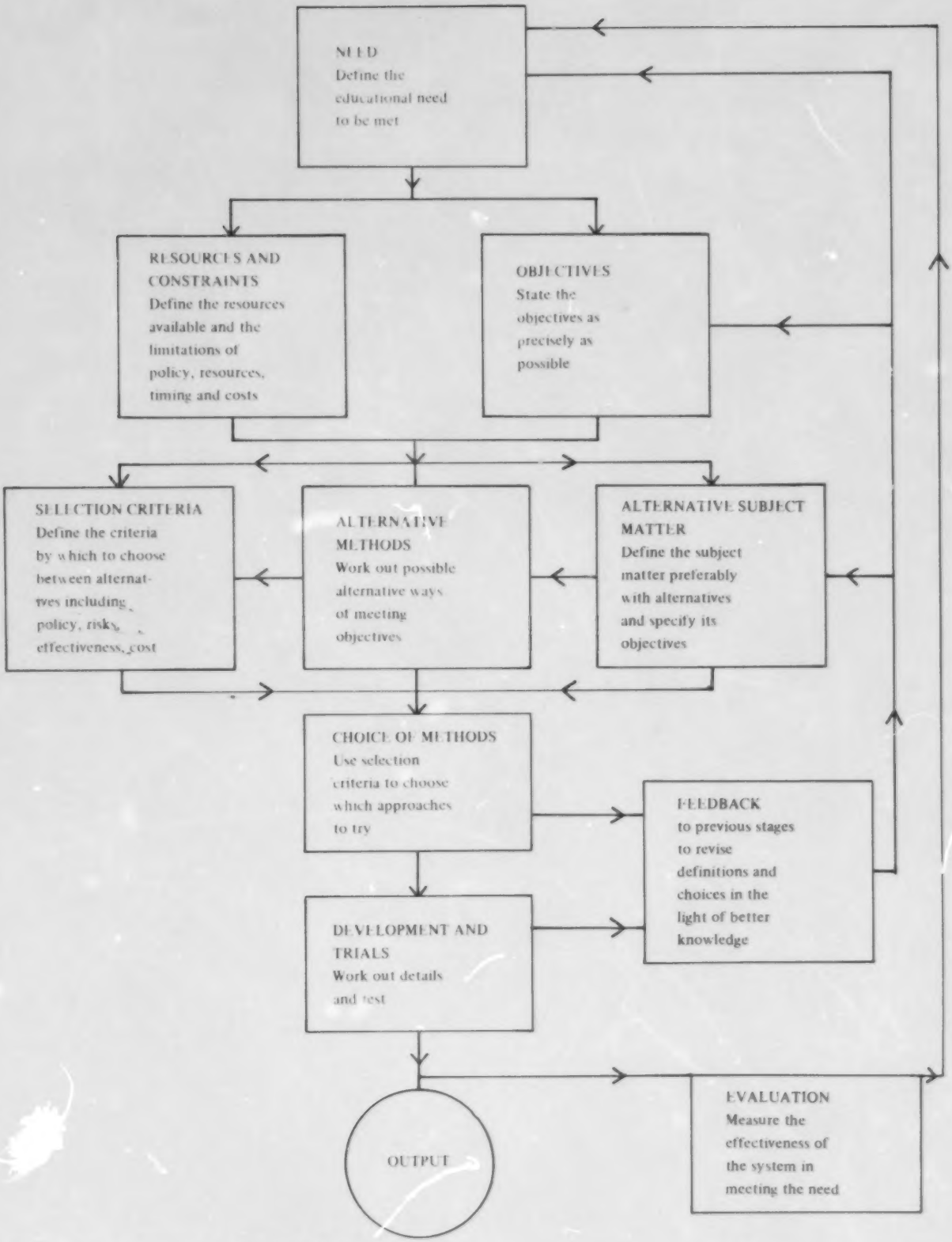
NEED
Define the educational need to be met
RESOURCES AND CONSTRAINTS
Define the resources available and the limitations of policy, resources, timing and costs
OBJECTIVES
State the objectives as precisely as possible
SELECTION CRITERIA
Define the criteria by which to choose between alternatives including policy, risks, effectiveness, cost
ALTERNATIVE METHODS
Work out possible alternative ways of meeting objectives
ALTERNATIVE SUBJECT MATTER
Define the subject matter preferably with alternatives and specify its objectives
CHOICE OF METHODS
Use selection criteria to choose which approaches to try
FEEDBACK
to previous stages to revise definitions and choices in the light of better knowledge
DEVELOPMENT AND TRIALS
Work out details and test
OUTPUT
EVALUATION
Measure the effectiveness of the system in meeting the need

Fig. 1 A systems approach to educational planning

will choose one way of teaching rather than another. And I've suggested this is difficult. The easy way out, is to go for cost-effectiveness or cost-benefit analysis – to say we will choose the method that gives the best results at the lowest price. Obviously this is something we need to think about. But it's not a good enough solution by itself for two related reasons. First, it's often not possible to price some of the benefits we want to achieve: economists are always liable to undervalue, or disregard benefits like that, even though as educators we feel they are of major importance. The second point is more fundamental. Titmuss demonstrated in The Gift Relationship[4] how market values produce appalling results in the social services: the values of the market place are intrinsically likely to be different from those that illuminate any educational enterprise. There isn't a place for private profit making in education. (The sad demise of Penguin Education suggests that this general truth may extend as far as educational publishing.) And so, we cannot simply say we will take the cheapest effective solution as a way of avoiding the dilemmas of choice.

So much for theory. Let's get down to the practicalities of distance education. How can we build two-way communication and dialogue into our contact with students? I want to suggest various ways of doing so which derive from recent work in distance teaching in the third world. And I want to concentrate on non-formal education. I hope that the conclusions from this examination will also be of relevance to the wealthy countries of the world and to formal education. I believe they are (I or those whose interest is confined to formal, examination, courses, there are thorough discussions of this theme in the Open University handbook on course tutoring[5] and in the first issue of their jornal Teaching at a Distance.[6])

THREE DISTANCE TEACHING PROJECTS

The Canadians invented rural radio study groups at the tail end of the great depression. They were followed in turn by Ghana, India and other countries, and, in due course, the same ideas were picked up in Tanzania. With its commitment to socialism and adult education, Tanzania was forced into considering unorthodox educational means in the late 1960s. Since 1967 Tanzania has run a number of pilots, and three major study group campaigns – on the 1970 elections, on development, and on health.[7] Other campaigns are planned. The most recent – the health campaign in 1973 is estimated to have reached two million people. This is how they worked.

For each campaign, radio broadcasts were put out at weekly intervals over a period of two or three months. (They did not try to keep groups in existence over longer periods as had been done with farm forums elsewhere or with the INADES groups at present.) Radio groups were formed; and leaders for the groups were trained. Each group was provided with a handbook or study guide which told group leaders how to run their group and reinforced the teaching material contained in the broadcast. Some of the groups involved in the campaign were formed for that purpose; others were existing adult education groups. In either case, there was a network of organisations through which groups could be formed and supported, using both the TANU party organisation and school teachers. (Teachers in Tanzania now carry a responsibility for adult education as well as for teaching in school.) In the health campaign, groups were urged to follow this sequence each week.

1. Assemble before the programme started.
2. Listen to the twenty-minute radio programme.
3. The group leader, or someone else in the group who could read, read aloud the appropriate part of the handbook.
4. The group discussed the material presented in the broadcast and the handbook.
5. When appropriate, the group would agree what they could do to prevent the disease dealt with that week.
6. Some time during the week after the meeting, members of the group would take the actions agreed on either in their own homes or communally.

The point of the discussion after this broadcast is stressed by Hall and Dodds:

> '. . . it is necessary to remember that the pattern in other adult education classes in Tanzania is that the adults' participation is usually in the form of repeating words or sentences, as most of the adult education in rural areas is literacy education. Repetition of words or phrases is not the kind of participation that Mtu ni afya [the health campaign] has encouraged. Rather it has been the kind of participation that should take place in other ujama village meetings, where people are accepted as all having something substantive to contribute to the discussion at hand. Mtu ni afya group discussions are ideally like the lively discussions held in a village when a new project is about to be undertaken, not just a repetition of what a teacher standing in front of a class says.'[8]

Clearly the Tanzanian model campaigns are not the answer to all educational problems. Although feedback from the study groups was used – both for question and answer sessions in the radio programmes and for evaluation – there was not an adequate feedback system, either for dialogue between the makers of the material and the students (in the Freirean sense) or for clearing up misunderstandings of the teaching material. But, as the quotation shows, there was dialogue within the village.

I now want to look at two much more modest projects we are running at the Botswana Extension College. The College was set up, by the International Extension College with the Botswana Ministry of Education, to run distance teaching courses in Botswana. Our brief was to explore how far distance teaching could help solve Botswana's many educational problems. And, as the Botswana Government is firmly committed to a policy of rural development, it is appropriate that much of our work is concerned with rural education.

Botswana is a large and sparsely populated country. Most of its 800 000 people live in some 400 villages which are scattered over an area as big as France. Until the happy discovery of vast mineral wealth, soon after independence, the country was poor and dependent almost entirely on cattle production and subsistence agriculture. The economy was boosted by a grant in aid from the British government. Today Botswana is wealthier and has worked out a policy for village development, in an attempt to increase the standard of living of the Botswana people as a whole and to ensure that the mineral wealth does not benefit only the towns. One of the mechanisms Government has created is to invite each village to elect a Village Development Committee: the function of these committees is self-evident – to develop their villages. They are democratically elected bodies, nonpolitical in composition, and grafted on to a traditional political and judicial structure of chiefs and headmen meeting with their villages in kgotla. But, until now, it has not been possible to train members of village development committees – to advise them on how a VDC should work, or to suggest what projects they could undertake. At the request of the appropriate Ministry, the Botswana Extension College has therefore launched a project to teach VDC members about their own job, and about work their VDC can do. The course consists of four elements: a Village Development Committee handbook, which is a basic how-to-do-it book, published by the College in English and Setswana; a radio series – basically a soap opera on two imaginary VDCs; a series of pamphlets relating to the radio programmes and providing for feedback to the College; and a variety of different arrangements for face-to-face contact with participation. We are, for example, arranging for a College staff member to visit a number of groups. Other group leaders have been contacted at a district conference, while in other cases we are making contact with VDCs interested in following the course by working through local community development or agricultural extension workers. As in Tanzania, it is our intention that several members of a VDC – perhaps the whole committee – will follow the broadcast and discuss it together.

In working out the course, we have followed advice from Government about the needs of VDCs but have tempered this by repeated visits to committees and District meetings of those concerned with village development. The course is being launched in two phases: a pilot, where we are concentrating on only some thirty villages before revising the materials and offering it on a national scale. And we see the present course as only the opening of dialogue between the College and its participating VDCs. One of the aims of the printed material we are producing is to discover what further help VDCs want. We plan to go on and produce, not merely a general handbook for VDCs, but specific handbooks on particular subjects of interest to them. The first of these may be on basic ways of providing village water supplies and making better use of water – a literally vital subject in a semi-arid country. But we don't yet know what the other subjects could be: the definition of the subject matter for the later stages of the course may follow the launch of its first stage. The participants will themselves define what we should teach them.[9] The course material has been designed so that it can set up a dialogue between the College and VDCs in which they can tell us about their needs and problems. This dialogue provides the feedback loop as far as my first stage – the definition of educational needs.

Our VDC course is, by definition aimed at community leaders. We have also been concerned to see how one can use distance teaching methods for reaching ordinary people in villages and are setting up a Villagers' Better Living project. This is concentrating on vegetable growing, child care, and cookery and nutrition. Again, it is using study group methods, with groups of people following radio programmes on these subjects, discussing them, and going on to take appropriate action. It is too early to say how successful it will prove to be: I mention it here because of the way we chose to set it up and the use we made of our most valued resource – people.

One of our aims was to see how closely one could tailor a distance teaching course to the felt needs of adults. The first stage in developing it was, therefore, to send one of our college staff (a sociologist who had spent the previous months learning Setswana) together with a field assistant into two villages to try to define educational needs by participant observation. Only after lengthy visits to them, did we choose the subject matter. In the pilot phase of the course, we are building on her contacts in those villages to set up the study groups participating in the course. And we are using the same people to take part in the linked radio programmes. It remains to be seen of course, how far the villages we chose prove to be typical of Botswana and how far dialogue with them alone enables us to meet educational needs more generally.

This account of three projects is deliberately sketchy. The Tanzanian experience is already well-documented. Ours in Botswana is at too early a stage to publish any firm conclusions. (IEC will report on our work in 1976.) And none of this is easy: in particular dialogue which aims at choosing and defining subject matter has caused us especial difficulty. But I think there are enough hints from these various bits of work, and from others, to suggest a way through the dilemma of reconciling the need for dialogue with the advantages of the mass-production of teaching materials. Back, then, to theory.

TYPES OF COMMUNICATION

Our experience in Botswana, and that of colleagues elsewhere, suggest that there are a variety of different ways of ensuring that a distance teaching system does allow for two-way communication. These are set out in Figure 2: it orders its a number of theoretical possibilities (contact between study groups, or the use of radio transceivers for example) which are of greater potential than immediate importance.

Two-way communication through the post is familiar enough in correspondence education. I want, therefore, to concentrate on the use of radio, and arrangements for face-to-face communication. Experience has shown that face-to-face communication, of a variety

Between participants and teaching staff	Among participants
1 In writing Study material prepared by unit worksheets sent by participants to unit comment on them sent back	1 Face-to-face discussions and activities
2 Radio broadcasts put out by unit recordings of participants used in broadcasts	
3 Face-to-face preliminary visits by unit staff to define educational needs and subject matter of course visits by unit staff while project is running contact with group leaders at leader training sessions contact through adult educators, agricultural demonstrators or other extension agents	

Fig. 2 Possible ways of two-way communication

of different kinds, can be designed for in a distance teaching system. And much of this face-to-face contact does not demand the physical presence of staff members from a distance teaching unit, or indeed of teachers, in the traditional sense at all. Some face-to-face contact between the teaching unit and some of its students is necessary for the unit: it is not necessary for the students, if dialogue can be built into the system in some other way.

RADIO STUDY GROUPS AFTER ONE WAY OF DOING THIS

But the problems of planning for two-way communication remain severe. In many nonformal courses, for example, some of our students will be nonliterate and we must plan to communicate also with them. The Tanzanian study group methods, where a group secretary responds to the teaching institution, offers one possibility, on which we have modelled some of our work in Botswana. Radio also plays an important role here. It allows for rapid correction of already printed material. And radio programmes can incorporate feedback elements from students. But there are very severe problems of timing. Even if you are blessed with a radio organisation which allows you to make programmes at the last minute other problems remain. Few countries have a communication system so good that you can get feedback from many people in enough time to make programmes on a weekly basis. If you accept feedback from the nearest, or more closely monitored study groups then you may be distorting the whole pattern of programmes. Similarly, there are problems of scale: with present day techniques, we can't have radio programmes with feedback from more than a handful of students. We obviously need two-way communication with potential students before a programme starts in order to define student needs. But this two-way communication is inevitably only with a sample of the population. It neither allows for two-way communication with everyone, nor ensures that programmes do meet the needs of the universe of students at whom they are aimed.

Radio study groups have one other theoretical drawback: they do not allow for the correction of errors of understanding which may arise from the printed or broadcast material, where the subject matter is relatively unfamiliar to the group. I know of little research which would indicate how far this is a real drawback. The educational television project in Colombia found that the students there often did as well with group discussions among students alone as in group discussions led by a teacher.

But the study group method has particular advantages and, after this catalogue of difficulties, it's important to stress them. In much nonformal education we are concerned to help people change their environment, or their part in the environment. This often necessarily involves group activities: the whole raison d'être of our Village Development Committee course is to enable villages as a whole to change and improve their own situation. Similarly, changes in farming practice often necessarily involve whole groups of farmers, and

not simply individuals. (Indeed I would argue, against the assumption of a necessarily close link between correspondence education and 'individualised learning', that most learning in the world is a group activity and that the case for not doing things on a group basis is the more difficult one to sustain.) But apart from stimulating group activity, on the Tanzanian health campaign model, group study has two other vitally important advantages. First, it enables members of a group to help each other clear up misunderstandings for each other. Second, by allowing dialogue between them it allows them to bring their experience to bear on the subject matter being studied. Learning can stop being something provided by a central organisation and become something involving participation by those involved. We are moving away from the bucket theory of education, which sees the teacher as holding a bucketful of knowledge to be poured into the empty heads of the students, by the very fact of having group meetings as a planned part of the system.

THE PROBLEM OF CHOICE

I suggested earlier that the difficult questions in educational design lie in choosing between alternatives, and defining the selection criteria by which we make such choices. This analysis of two-way communication may suggest an answer. If we accept my first proposition, that dialogue is of the essence of education, then perhaps our touchstone in choosing methods is to ask which methods make dialogue most possible, or most useful. When we consider different types of dialogue, it may be appropriate to bring back the economist I banished earlier. In practice, face-to-face contact is the one element in a distance teaching system where we cannot benefit from the economies of scale. And so, our second guiding light in choosing between methods may be to decide what is the most important job to be done by means of face-to-face contact.

One particular answer to this question raises some fundamental questions about learners and teachers. One of the things which we cannot massproduce, is the discovery of student needs and interests. If we are serious about basing an educational system on them, then one of the jobs that must be done by face-to-face contact is the preliminary work of contacting potential, or sample students and talking, living and being with them to find what their needs are. (The RFD project in Wisconsin found little correlation between the felt educational needs of their participants and what government agencies in the state thought they were.)[10] This is a job which Freire saw as being a central, and desperately responsible, one for adult educators and which he commended particularly to adult education students — the professionals of the future in this field — in Tanzania.[11] Now, if the function of the educator is first to go out and discover what needs to be taught, and then — in a distance teaching system — to produce materials so that the necessary teaching can be offered far and wide, even where there are no teachers, then we are changing his function radically. He has become a writer, and a student . . . . . a student of people's educational needs. The role of the teacher — in stimulating dialogue, in encouraging students, in supporting study groups — has passed to a variety of agencies, some of them the group dynamics set up by the study groups themselves. His role in providing information, and guidance in using it, is something which need not, inherently, be done in a face-to-face situation. And so, the distance teaching system I am arguing for may result not only in the liberation of the students, from the sort of dependence which Freire rightly sees as a paradigm of the colonised situation, but in the liberation of the teachers, from the tyranny of being in an equivalent colonising position.

I'm groping for an answer here. It would be stupid to pretend any of this is easy. Nor would it make sense to say the ideas set out here are so clearly developed, and have so much evidence to support them that we can set up an alternative, distance based, nonformal educational system tomorrow which will cure half the world's ills. Life isn't like that. But I suggest that, through a multi-media system, which is subtle and intelligent in the use of its scarcest and most precious resource — people — we can offer a better education to more people than we could using traditional methods alone. It does depend on a multimedia system. Old fashioned correspondence education won't do. If it isn't dead already, let's kill it off as soon as we can.

© Hilary Perraton
Gaborone Botswana
February 1975

NOTES

1 Simone de Beauvoir The prime of Life (Penguin, Harmondsworth) 1965, p 26

2 Paulo Freire Cultural Action for Freedom (Penguin, Harmondsworth) 1972, p 51

3 For a fuller account of a similar flowchart see my Techniques of writing correspondence courses (International Extension College, Cambridge) 1973. The principal difference I have made since then is to show in this paper that I see the definition of objectives as logically prior to the choice of subject matter.

4 Richard M. Titmuss The Gift Relationship (Allen and Unwin, London) 1970

5 ed. David Grugone Teaching by Correspondence in the Open University (Open University, Milton Keyness) 1973

6 Teaching at a Distance No. 1 November 1974

7 I owe most of this section to Budd L. Hall and Tony Dodds Voices for Development: The Tanzanian National Radio Campaigns (International Extension College, Cambridge) 1974

8 ibid. p 38

9 Close students of Freire's footnotes will recall his quotation from Mao Tse-tung which sums up this idea by defining the

role of the educator as to 'teach the masses clearly what we have received from them confusedly.' (Paulo Freire Pedagogy of the Oppressed (Herder, New York) 1972, p 82)

10 Personal communication

11 Paulo Freire Research Methods (Studies in Adult Education, No. 7, Institute of Adult Education, Dar es Salaam) 1973, p 9 ff

How to Make Good Students – and how to Make Students Good

Mr Arno Saxe,
Head

Danmarks Brevskole, Danmark

If an abstract should be needed, in addition to the title, please see page 235 in the pre-conference publication!

Ladies and Gentlemen,

May I first of all put a simple question to you, my esteemed audience of educators: Who is the central person in distance education? Is it the director general? Is it the head of the teaching staff? Is it the advertising manager? No, it's the student – of course.

Having been engaged in correspondence education for 35 years I have often observed that it is a thing we easily forget.

This is why I have chosen this title: How to make good students, and how to make students good. If you have had five minutes to glance at page 235 in our pre-conference-papers you will know what I am alluding to. I am not going to talk about getting students (that is a marketing problem) but about making them good, that is motivated, interested, satisfied, happy.

In distance education this making-good process is particularly important because we are dealing with both pros and cons.

Even the most ardent advocate for correspondence tuition must – though reluctantly – admit that the most efficient way to study is face-to-face between one tutor and one student. This is a fact that no one can dispute. If the proportion is changed to one tutor per ten students or one tutor per hundred students the study outcome will be depreciated accordingly. And this is the situation today.

If we take it for granted that the proportion one-teacher-face-to-face-with-one-student is ideal, all other solutions are substitutes. Broadly speaking we can choose two ways. We can, as indicated, add the number of students in the classroom, or we can increase the physical distance between teacher and student. In the latter case we can to some extent maintain an illusion of the ideal, but it is really an illusion all the same. It is, however, also an illusion that near-education in itself always is more personal, more individualized than distance education.

From now on we confine ourselves to correspondence education and leave out of account other multimedia. From the student's point of view many good things may be said about correspondence education. The student can stay at home and save much travelling. He can stay in his job, keep his income, study at his leisure, choose his hours, start at the right level and adjust his studies to his factual knowledge et cetera. This has been said a million times and is quite obvious. But on the other hand the responsibility rests entirely with the student himself.

It is at his own risk that he gets through his curriculum. He must organize his own time, avoid interruptions, switch off the tv-set, and so on and so forth. Most of all he must not give in because of the difficulties that sooner or later will arise. He will also be tempted to put things off to another day. He is often an expert in inventing good excuses, not because he is principally worse than other students, but because he lacks the personal, face-to-face contact with the tutor-in-flesh-and-blood. He also runs the risk of feeling isolated, he will lack the stimulating contact with fellow-students. Of course they can write letters or phone to each other or meet once in a while. But principally he is a lonely fellow, for better or for worse. The distance problem is not only physical, but psychical as well. This is the greatest drawback in correspondence education.

Now I am sure that many of my listeners can quote examples to the opposite, proving that correspondence students do not suffer or feel isolated. This is undoubtedly true. I can also quote examples of brilliant successes but let us be fair: these are not typical. As a matter of fact it is a rare thing that more than fifty or sixty percent of students complete their courses. In many cases the actual completion rate is much lower. There are good reasons why correspondence schools hesitate to publish their statistics on this matter. But of course it is true that the drop-out problem exists in all types of schools and is often of considerable proportions. Nevertheless I dare say that it is a severe challenge. Let us look at three examples of failure.

Mr A enrolled for elementary mathematics. After having shipped solutions to part 1 and 2 he stopped. Silence for three months. A formal inquiry is posted from the school: "Dear Mr A, We wonder when we can expect your next solutions. You made a splendid start and were well on your way. What's the matter? We look forward to hearing from you very soon. Yours sincerely." Reply a week later: "I lost my interest in the course. Couldn't read the tutor's comments. Sorry. Yours sincerely."

Mrs B enrolled for a course in advanced economy. No solutions received. After a couple of months a letter to her: "Dear Mrs B, what's the trouble? Have you not received your course, or why have you got stuck? What can we do to help you, please? Yours sincerely." Reply: "Course too complicated, can't understand a word. Very sorry. Yours sincerely."

And finally, Miss C. Miss C wished to qualify for a job as art director. The school said no previous experience was needed. That was lucky for she had none at all. She successfully completed her course and received a diploma. But later she reported that she had failed to get a job as an art director or anything like it. Which surprised her a good deal. She was indeed most sorry. "Yours sincerely."

None of these three persons were actually unsatisfied with the school. But with themselves. They realised their own shortcomings, but no angry letters were written, no ugly words were put in the newspapers. It was all due to their own fault that they had failed. But their experiences will not tempt them or their friends or neighbours or family to try another correspondence course. They will be firmly convinced that correspondence courses are all right for highbrows but not for them. Perhaps they will even think that it is a substitute for so-called real schooling, perhaps a fake, a smart way of making money, but without any real teaching value. A most deplorable outcome, indeed!

There are quite a lot of dissatisfied students in all correspondence schools, but most of them prefer to keep their mouths shut and not disclose their inner thoughts. In my school we hear about such failures perhaps once a month, but I am sure there would be a good deal more if we could ask all our passive students. In Danmarks Brevskole our completion rate is about 45 to-day. We consider this figure too low, it has been higher. Perhaps it is due to the present depression, high unemployment and low rates of investment. That means bad times for correspondence schools and everybody else in my country. I do hope the situation will improve soon.

This is why we correspondence school people should devote a good deal of attention to this problem: What can we do to make good students. And what can we do to make students good. This is a two-sided problem, dealing with the before-and-after-enrolment situation respectively.

The good student is not necessarily the easy student, he who understands everything at once, who always gives the right answers and never bothers the tutors. The good student may be an inquisitive, imaginative, demanding and complicated person. But one thing is certain: he is an eager beaver, and he goes on working, day after day, week after week, month after month. He is also good for the school. He is the best public-relation-medium it can have.

Here are seven suggestions on what we can do about it.

First: Correct information.

Ads, posters, study-handbooks, sales talks and other marketing outlets must confer proper and to-the-point-information. It seems so obvious. But none of us are so impartial and objective as we should be. It is stupid to give false or incomplete details. It is stupid to hide the drawbacks and difficulties. It is stupid to be over-commercial. It is also stupid to oversell. For this reason most door-to-door-canvassing has proved misleading and detrimental.

Use of salesmen in connection with correspondence schools is prohibited in Denmark and other countries. Personally I have advocated this restriction.

Second: Sincere counselling service.

Not by canvassing salesmen, as just mentioned, though personal consultation might be useful on many occasions. It is important for everybody concerned that the student gets the right course of study. Neither too advanced, nor too simple. In both cases he will easily lose interest. The prospective student should be encouraged to seek further advice on condition that the advisers are honest and fair and not disguised salesmen. Trial lessons or pre-tests – free of cost, if possible – is a good idea to justify a correct choice.

Third: Efficient study material.

This should be attractive and stimulating and pedagogically all right in all respects. But beware that it is not too complicated. The student might be discouraged at first sight. It is always difficult for him to make a break. Often a more simple and less elegant design is more inviting. Many people are not accustomed to study. They can hardly read a text, perhaps they rarely open a book. Authors of courses often overlook this fact. It is seldom that a manuscript for a new course is ready for print when delivered from the author. He may be a great expert in his field, but he may not be a great educator as well.

Fourth: A correspondence course is textbook and teacher at the same time.

The text should be supplied with easy, self-controlling exercises with the double purpose of making demands and spurring the student at the same time.

This goes also for examination questions to be submitted to the school. The tutor shall of course comment, check and evaluate the work properly. But the real purpose is to induce and inspire the student to go on and overcome possible dead points. Both teacher and author should anticipate blocks and help the student to avoid them.

Fifth: Personal contact through writing

It is an old mistake that the personal touch can be obtained only face-to-face and not through the written word. Of course it all depends. If I see a nice girl and want to approach her, a letter may not be the most efficient thing to do. But imparting knowledge,

effecting training can in most areas – there are of course exceptions – be carried through very well by postal tuition alone or in combination with records, radio, tv, etc. But the importance of feed-back is in particular stressed in all communication. Until today correspondence courses are superior to other technical devices. A written message from tutor to student and from student to tutor is not a bad substitute for eye-to-eye and ear-to-ear.

Sixth: Remember the silent students

I have been surprised that many good correspondence schools supply excellent service to active students, but neglect the silent ones. I have earlier stressed this point but want here to mention that there are other ways beyond the typed or taped messages. A face-to-face talk will make wonders. A phone call, even short, will ease difficult matters.

An offer of free repetition of the course will stimulate forgotten energy. Perhaps a change to another course of a more suitable level will stimulate powers. Everything will do if it helps to convince the student that the school takes a real interest in him, and that he is not just a number in a file.

Seventh and last point

concerns the business aspect. We have so far taken the student's point of view. But of course we must not forget that a correspondence school is also a business, whether private or official, whether run for profit or for pleasure. It is a problem to make both ends meet. We might choose to run a school on idealistic principles. Or we might choose the express purpose of maximising a profit.

During my lifetime in this business I have not found the key to the secret of how to do both. But I am still looking for it. One thing seems evident, however. If you want to make money, don't start a correspondence school. If nevertheless you do, take this advice: Try to make good students. And try to make your students good. You will find it will be good for yourself, too.

Proceedings of the 10th ICCE Conference

Conference Programme

Conference Centre – Hotel Metropole
Brighton
May 12–16, 1975

Monday, May 12th

1.00 p.m. Conference General Office opens for Conference Registration

3.30 p.m. Tea

4.00 p.m. First Business Meeting
Chairman President Borje Holmberg

Agenda

1. President's Remarks and Welcome
2. Minutes of the Ninth World Conference
3. President's Report
4. Treasurer's Report
5. Constitution Committee Report
6. Other Reports
7. New Business
8. Committee Structure and Appointments
9. Agenda for Second Business Meeting

6.30 p.m. to 7.30 p.m. Reception (Ambassador Room)
Your Hosts (The Association of British Correspondence Colleges) bid you welcome and invite you to take a glass of wine with them. The ICCE President will also take this opportunity to greet all delegates and the Lady non-delegates.

Tuesday, May 13th

9.15 a.m. Full Session

The Knute O. Broady Memorial Address

by Dr. Fred Harvey Harrington (India)

Topic: 'Distance Education in the World's Future'

Keynote Address

by Miss Renée Erdos (Tanzania)

Topic: 'The System of Distance Education in Terms of Sub-Systems and Characteristic Functions'

Chairman Mr. Gunnar W. Granholm (Norway)
Rapporteur Lt.Col. Hans Y. Bergensund (Sweden)

11.00 a.m.
12.30 p.m. Full Session

Topic: 'Lessons for Distance Education derived from the experience of the Open University'

Sir Walter Perry (Great Britain)

Topic: 'The Price Policy of Correspondence Education'

Mr. Kay-Sune Rosenquist (Sweden)

Chairman Dr. Otto Peters (Federal Republic of Germany)
Rapporteur Lt. Col. Hans Y. Bergensund (Sweden)

1.00 p.m. Lunch

2.15 p.m.
5.30 p.m. Group Sessions

Session I

Topic: 'The Role and Organization of an Ideal Distance Education Institute'

Dr. Bakhshish Singh (India)

Topic: 'Planning and Administering a University Off-Campus Academic Programme in a Plural Society'

Dr. Paul Chang Min Phang (Malaysia)

Topic: 'Carte Blanche for Distance Education'

Mr. C.J.J. Wiedhaup (The Netherlands)

Topic: 'Carte Blanche to Organize the Ideal Distance Education Institute'

Mr. Ian McDonald Mitchell (Australia)

Chairman Mr. Edward C. Estabrooke (USA)
Rapporteur Miss T. Shak (Hong Kong)

Session II

Topic: 'Distant Study as an Opportunity for Learning'

Dr. Rudolf Manfred Delling (Federal Republic of Germany)

Topic: 'The Educational System of the German Fernuniversitat'

Dr Otto Peters (Federal Republic of Germany)

Topic: 'An Analysis of the Andragogical Approach to the Didactics of Distance Education'

Mr. D.J. Potvin (Canada)

Chairman Dr. Audrey Campbell (Canada)
Rapporteur Mr. Torstein Rekkedal (Norway)

Session III

Topic: 'Public Evaluation of Correspondence Courses'

Mr. Dagfinn Skår (Norway)

Topic: 'Criteria for the Evaluation of Distance Teaching Courses by State Authorities'

Mr. Willi Karow & Mr. Uwe Storm (Federal Republic of Germany)

Chairman Mrs. Louise Singer (USA)
Rapporteur Rev. Donald Cunningham (USA)

6.30 p.m. Civic Reception in the Royal Pavilion (William IV Room), our Host being the Worshipful the Mayor of Brighton (Councillor Danny B. Sheldon)

Wednesday, May 14th

9.15 a.m.
12.30 p.m. Group Sessions

Session I

Topic: 'Correspondence Education in the Indian Context'

Dr. K.P. Pandey (India)

Topic: 'Distance In-Service Education Programme for Managers and Administrators in a Developing Country'

Dr. Guy Henson (Canada)

Topic: The Selection of Methods and Media'

Dr. Karlheinz Rebel (Federal Republic of Germany)

Topic: 'The Broadcast Media and Distance Education at School and Adult Levels'

Mr. John Robinson (Great Britain)

Chairman Prof. Norman MacKenzie (Great Britain)
Rapporteur Mr. W.L. Chapman (Argentine)

Session II

Topic: 'Distance Teaching and Open Learning – A Synthesis for Change in Education'

Mr. Tony Dodds (Nigeria)

Topic: 'Creating Student Environment'

Dr. George A. Idle (Australia)

Topic: 'Making Correspondence Courses more Imaginative and Innovative'

Dr. Robert B. Wentworth (USA)

Topic: 'Why Do We Make Commentary Courses?'

Mr. Erling Ljosa (Norway)

Chairman Dr. Michael Carbery (USA)
Rapporteur Mr. P.A. Wakerley (Rhodesia)

1.00 p.m. Lunch

2.15 –
5.00 p.m. Group Sessions

Session I

Topic: 'Visual Literacy and Distance Education'

Dr. Eric E. Heckscher (Italy)

Topic: 'Pandora's Box – Some Comments on the Role of Non-Textual Materials in Distance Education'

Dr. Edward M. Gruetzner (Canada)

Chairman Dr. G.A. Idle (Australia)
Rapporteur Mr. Eric W.N. Roe (Great Britain)

Session II

Topic: 'Multimedia Systems in Adult Education'

Mr. Aaleiv Nedberg (Norway)

Topic: 'The Integration of Distance Education with other Methods of Learning'

Dr. Kari Lampikoski (Finland)

Topic: 'External Studies at the University of New England'

Dr. Kevin C. Smith (Australia)

Topic: 'Conscientization by Radio in Tanzania'

Mr. Budd L. Hall (Great Britain)

Topic: 'Further Education by Correspondence Courses supported by Radio Programmes in Tanzania' Film with comment.

Mr. A. K. Mwanga (Tanzania)

Chairman Dr. Berthold Figur (Canada)
Rapporteur Miss M. Woodyard (Great Britain)

Session III

Topic: 'Distance Education on University Level'

Mr. Toufic Houry (Lebanon)

Topic: 'Openess in Education and the Off-Campus Mode'

Dr. H.C. Pratt (Australia)

Topic: 'Distance Education without the Use of Correspondence Education'

Dr. Habeeb Ghatala (USA)

Chairman Dr. Anthony Dare (Australia)
Rapporteur Mr. Charles Wong (Hong Kong)

Thursday, May 15th

9.15 a.m. –
12.30 p.m. Full Session

Topic: 'Implications of the Open Learning Trend for Distance Education'

Mr. Max Hopper (Australia)

Topic: 'Implications of Open Learning for Independent Study'

Dr. Charles Wedemeyer (USA)

Chairman Dr. Ripley S. Sims
Rapporteur Miss P.J. Harrison (Australia)

1.00 p.m. Lunch

2.15
5.30 p.m. Group Sessions

Session I

Topic: 'How to Make Good Students – and How to Make Students Good'

Mr. Arno Saxe (Denmark)

Topic: 'Characteristics of Informative Publicity Material and Pre-Enrolment Correspondence'

Mr. David M. Young and Miss Mary Woodyard (Great Britain)

Topic: 'Study Methods'

Mr. Paud Murphy and Mr. David Adler (South Africa)

Chairman Mr. Michael K. Newell (Great Britain)
Rapporteur Mr. E.H. Metcalfe (Great Britain)

Session II

Topic: 'The Differing Roles of the "Distant Tutor" '

Mr. Peter Kinyanjui (Great Britain)

Topic: 'The Distance Tutor in Correspondence Education'

Mr. W.J.A. Harris (Great Britain)

Topic: 'Individually Guided Motivation'

Dr. Elizabeth Schwenn Ghatala (USA)

Chairman Mr. Kevin C. Smith (Australia)
Rapporteur Mrs. K.J. Dooling (Canada)

7.30 for
8.00 p.m. Conference Banquet

Friday, May 16th

9.00
11.30 a.m. Group Sessions

Session I

Topic: 'Experimental Activities with Distance Education at Swedish Universities'

Dr. Birgitta Willén (Sweden)

Topic: 'Three Ways to Help Individual Learning by Discovery in Distance Education Situations'

Dr. Colette Dufresne-Tassé, C. Noël, A. Kanzadeh and H. Landry (Canada)

Topic: 'Two-Way Communication in Distance Education'

Mr. Rune Flinck (Sweden)

Topic: 'Two-Way Communication within a Distance Teaching System'

Mr. Hilary Perraton (Botswana), presented by Mr. Peter F. Kinyanjui (Great Britain)

Chairman Mr. Hector E. McVeagh (New Zealand)
Rapporteur Mr. M.F. Woods (Great Britain)

Session II

Topic: 'Norms or Content?'

Dr. John S. Daniel & Dr. Roger Cormier (Canada)

Topic: 'Teaching by Telephone'

Dr. John S. Daniel & Mr. Ben Turok (Canada)

Topic: 'A Statistical Method for Student Evaluation in Distance Education'

Rev. D.J. Cunningham (Canada)

Chairman Miss Mary Louise McPartlin (USA)
Rapporteur Mr. W.J.A. Harris (Great Britain)

11.45 a.m. Second Business Meeting

Chairman – President Börje Holmberg

Agenda

1. Reports of Conference Committees –
   (a) Nominations and Elections
   (b) Resolutions and future plans
   (c) Other Committee Reports
2. Installation of New Officers by Retiring President
3. Statement by President Elect
4. Activities between Conferences
5. Closure of Tenth World Conference

1.00 p.m. Lunch

2.30 p.m. Meeting of Executive Committee

Sir Walter Perry, the Open University, UK

Prof. Otto Peters, Fernuniversität Hagen, Germany, and Mr. Gunnar Granholm, Programme Committee Chairman (behind)

From the Mayors Reception at the Royal Pavilion in Brighton

List of Delegates Attending

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Mr. H. Miyazaki	Nippon Gakugei Kyokai	2 – 37 – 12 Shinouma, Setagaya-ku, Tokyo, Japan
Mr. K.W. McLean	Teachers' Centre for Continuing Education	160 Hamersley Road, Subiaco, W. Australia 6008, Australia
Miss M.L. McPartlin	Loyola University of Chicago	820 N Michigan Ave, Chicago, Illinois 60611, USA
Mr. H.E. McVeagh	The Correspondence School	Private Bag, Wellington 1, New Zealand
Mr. B. Mendes	Association of British Correspondence Colleges	16 St David's Close, Caversham Heights, Reading, Berkshire, England
Mr. R.D. Mercer	Mercers College	Ware, Hertfordshire, England
Mr. F.H. Metcalf	National School of Salesmanship	National House, 36 St Ann Street, Manchester 2, England

Mr. A.R. Mills	The Open University	68 [illegible] Rd, Cambridge CB2 1PF, England
Mr. I. McD Mitchell	Adelaide College of Advanced Education	External Studies Department, Kintore Ave, Adelaide, South Australia 5000, Australia
Miss L.D. Moir	College of Estate Management	Whiteknights, Reading, Berkshire, RG6 2AW, England
Mr. I. Monsio	Markkinointi-Instituutti	Toolontullinkatu 6, 00250 Helsinki 25, Finland
Mr. A.L. Moseley	College of Estate Management	Whiteknights, Reading, Berkshire, RG6 2AW, England
Mr. J.F. Murrell	The Open University	South Region, Aristotle Lane, Oxford OX2 6UB, England
Mr. A.K. Mwanga	Institute of Adult Education	PO Box 20679, Dar Es Salaam, Tanzania
Mr. A. Nedberg	Norsk Korrespondanseskole	Industrigt. 41, Oslo 3, Norway
Mr. M.K. Newell	Wolsey Hall	Oxford OX2 6PR, England
Mr. T.A. Okudolo	Exam Success Correspondence College	PMB 1080, Yaba, Lagos, Nigeria
Mr. R. Olsen	Committee for University Extension Services in Denmark	Odense University Center, Niels Bohrs Allee, 5000 Odense, Denmark
Dr. E. Ostlyngen	Norsk Korrespondanseskole	Industrigt. 41, Oslo 3, Norway
Mr. J.A.O. Oyewumi	University of Lagos	Correspondence Studies Unit, Lagos, Nigeria
Dr. K.P. Pandey	Himachal Pradesh University	Dept. of Education, Directorate of Corresp. Courses, Himachal Pradesh University, Simla 171005, India
Mr. E. Pereira	Stamford College	218 Queen Street, Singapore
Mr. R.E.G. Perrins	H Foulks Lynch & Co Ltd	4 Chiswell Street, London EC1Y 4UR, England
Dr. O. Peters	Fernuniversitat Hagen	58 Hagen, Roggenkamp 6, Federal Republic of Germany
Mr. D.J. Potvin	Loyola Campus Concordia University	7141 Sherbrooke St W, Montreal, Quebec, Canada
Mr. H.C. Pratt	Royal Melbourne Institute of Technology	Home: 275 Warrigal Road, Burwood, Victoria 3125, Australia
Mrs. D.T. Rawson-Jones	International Planned Parenthood Federation	18-20 Lower Regent St, London SW1, England
Mr. K. Rawson-Jones	The Linguaphone Institute	108 Cromwell Road, London SW 7 4ES, England
Mr. K. Rebel	Deutsches Institut für Fernstudien an der Universitat Tübingen	D-74 Tübingen, Wohrdstrasse 8, Germany
Mr. J.F. Rees	Ministry of Education	909 Yonge Street, Toronto, Ontario M4W 3G2, Canada

Mr. I.H. Reichgelt	Leidse Onderwijsinstellingen	Leidsedreef, Leiderdorp, Netherlands
Mr. T. Rekkedal	Stiftelsen NKI	Pos. oks 10, 1321 Stabekk, N – Norway
Mr. A. E. Rice	International Correspondence Schools	Intertext House, Stewarts Rd, London SW8 4UJ, England
Dr. A.H. Roberts	Memorial University of Newfoundland	St John's, Newfoundland, Canada
Mr. W.J.B. Robinson	British Broadcasting Corporation	Educational Broadcasting, Broadcasting House, London W1A 1AA, England
Mr. E.W.N. Roe	Lecturer	22 Hawthylands Road, Hailsham, Sussex BN27 1EX, England
Mr. R. Cordero Romo	Centro Estudios Academicos	Timoteo Domingo 39, Madrid 17, Spain
Mr. K.S. Rosenquist	Hermods	S-205 10 Malmo, Sweden
Miss G. Rousseau	Centre National de Télé-Enseignement	60 Bd du Lycée, 92171 Vanves, France
Mr. A. Saxe	Danmarks Brevskole	Svanemøllevej 77, DK-2900 Hellerup, Denmark
Mr. W. Schultz-Rahe	Hamburger Fern-Lehrinstitut	Doberaner Weg 10, D-2 Hamburg 73, Germany
Dr. H. S. Schwalbe	Institut Mossinger	Ratfelstrasse 11, CH 8045, Zürich, Switzerland
Mr. J. Sejersen	Mønsteds Kursus	Box 375, 1504 Copenhagen V, Denmark
Miss Therese Shak	Caritas Adult Education Centre	2 Caine Road, Hong Kong
Mr. T. Shishido	Science Technological School	1–11–1 Seijo, Setagaya-ku, Tokyo, Japan
Dr. R. Sims	University of Wisconsin	2138 East Washington Ave, Madison, Wisconsin 53704, USA
Mrs. L. Singer	Technical Home Study Schools	1500 Cardinal Drive, Little Falls, New Jersey 07424, USA
Dr. B. Singh	Directorate of Correspondence Courses, Punjabi University	Patiala – 147002, India
Mr. M. Singh	Directorate of Correspondence Courses, Punjabi University	Present add: Cartmel College, University of Lancaster, England
Mr. D. Skaar	Norwegian State Council on Correspondence	S.A.F., Raadhusgaten 25, Oslo 1, Norway
Mr. K.C. Smith	University of New England	Director of External Studies, Armidale, NSW 2351, Australia
Mr. R.A. Stevens	International Correspondence Schools	Intertext House, Stewarts Rd, London SW8 4UJ, England
Mr. U. Storm	Bundesinstitut für Berufsbildungsforschung	1 Berlin 31, Lehrbelliner Platz 3, Germany

Mr. D.S. Sutherland	Central African Correspondence College	PO Box 2373, Salisbury, Rhodesia
Mr. I. Taura	Nippon Gakuget Kyokai	2–37–12 Shimouma, Setagaya-ku, Tokyo, Japan
Mr. F. Tetentivk	University of Calgary	Division of Continuing Education, Calgary, Alberta, Canada
Mr. B. Tirok	The Open University	19 Abbots Gardens, London N2 OJG, England
Mr. E. van der Veen	Leidse Onderwijsinstellingen	Leidsedreef, Leiderdorp, Netherlands
Dr. T. van Wijk	University of South Africa	PO Box 392, Pretoria, South Africa
Mr. P.G. Vaughan	The Rapid Results College	Tuition House, London SW19 4DS, England
Mr. P.A. Wakerley	University of Rhodesia	6 Kirriemuir Drive, Marlborough, Salisbury, Rhodesia
Mr. H. Wali	Federal Ministry of Education	Lagos, Nigeria
Mr. M.R. Wardle	Queen's University	Kingston, Ontario, Canada
Mr. E.M. Watts		47B Waratah Parade, Dee Why, NSW 2099, Australia
Mrs. P. Watts		47B Waratah Parade, Dee Why, NSW 2099, Australia
Dr. C.A. Wedemeyer	The University of Wisconsin	235 Lowell Hall, 610 Langdon St, Madison Wisconsin, USA
Dr. R.B. Wentworth	Massachusetts Dept of Education	182 Tremont St, Boston, Mass. 0211, USA
Mr. C. Wiedhaup	Educational Consultant (President E.H.S.C.)	Jagersveld 26, Lelystad, Netherlands
Mr. J. Wijnand	Koninklijke PBNA	Velperbuitensingel 6, Arnhem, Netherlands
Mrs. B. Willén	Umea University	S-90187 Umea, Sweden
Mr. J.D.S. Williams	National School of Salesmanship	National House, 36 St Anne St, Manchester 2, England
Mr. W.G.F. Winia	Ministry of Education and Sciences	Nieuwe Uitleg 1, The Hague, Netherlands
Mr. C.K.H. Wong	Chinese University of Hong Kong	Department of Extramural Studies, 18 Carnarvon Rd, 9/F., Tsimshatsui, Kowloon, Hong Kong
Mr. N.F. Woods	The Open University	The Octagon, 143 Derby Rd, Nottingham, England
Miss M. Woodyard	The Rapid Results College	Tuition House, London SW19 4DS, England
Mr. S. Yogo	Kanagawa-ken Private Kindergarten	2–18 Tsuruya-cho, Kanagawa-ku, Kanagawa-ken, Japan
Mr. D.M. Young	The Rapid Results College	Tuition House, London SW19 4DS, England
Mr. I.B. Young	The Rapid Results College	Tuition House, London SW19 4DS, England
Dr. A. Zettersten	Swedish Embassy	23 North Row, London W1R 2DN, England

List of Registered Non-Delegates

Mrs. K.O. Broady	Nebraska, USA
Mrs. C. Chaffe	Kent, England
Mrs. C.L. Chapman	Buenos Aires, Argentina
Mrs. N.D. Cowham	Surrey, England
Mrs. E. Estabrooke	Illinois, USA
Mrs. J.C. Foulkes	London, England
Mrs. N.J. Fowler	Washington, DC, USA
Mrs. N.G. Gruetzner	Ontario, Canada
Mrs. F. Henson	Nova Scotia, Canada
Mrs. L. Hind	British Columbia, Canada
Mrs. A. Holmberg	Malmo, Sweden
Mrs. L.D. Houry	Beirut, Lebanon
Mrs. J.E. Idle	City Beach, Western Australia
Mrs. M. Ito	Tokyo, Japan
Mrs. M. Latremouille	Ontario, Canada
Mrs. Ada Ljosa	Oslo, Norway
Mrs. K. Mackenzie	New Jersey, USA
Mrs. V. Mant	Alberta, Canada
Mrs. B.M. Matthews	Victoria, Australia
Mrs. D. Mendes	Berkshire, England
Mrs. D. Mercher	Hertfordshire, England
Mrs. A Nedberg	Oslo, Norway
Mrs. T.A. Okudolo	Lagos, Nigeria
Mrs. L. Ostlyngen	Oslo, Norway
Mrs. M.J. Pereira	Singapore
Mrs. J.M. Pratt	Victoria, Australia
Mrs. M. Rebel	Tubingen, Germany
Mrs. J. Rees	Ontario, Canada
Mrs. M. Saxe	Denmark
Mrs. A.M. Sejersen	Copenhagen, Denmark
Mrs. D.R. Sims	Wisconsin, USA
Mrs. L.J. Smith	New South Wales, Australia
Miss B. Watson	Alberta, Canada
Mrs. S. Wiedhaup	Lelystad, Netherlands

Minutes of the first business meeting 12 May 1975

Chairman – President Börje Holmberg

The President, Prof. Börje Holmberg, opens the 10th ICCE World Conference

1 The President opened the First Business Meeting of the Tenth World Conference at 4 pm on 12 May 1975 by welcoming all delegates to the Conference, which would be opening at 9 am the following morning. After an interval of 3 years, during which Executive Committee meetings had been conducted largely by correspondence, the President was pleased to be able to report to the members of the ICCE at a formal Business Meeting. He looked forward to the opening of the Conference the following morning.

2 MINUTES OF THE NINTH WORLD CONFERENCE. Professor C.A. Wedemeyer proposed that we accept these minutes and this was seconded by Miss M.L. McPartlin and agreed by the meeting.

3 PRESIDENT'S REPORT.

The President, Dr. Börje Holmberg, reported as follows:
The Executive Committee elected in Warrenton on May 19, 1972, has the following members:

Börje Holmberg, Sweden
William [illegible]ler, USA
Peter Kinyanjui, Kenya
Tadashi Koretsuné, Japan
Horst Möhle, DDR
Ripley Sims, USA
Charles Wedemeyer, USA

Your Executive Committee has had stimulating but difficult tasks and has made both rewarding and disappointing experiences. During our period of office international interest in our type of work has been steadily increasing, and the need for service from our international body has been manifest in a number of cases.

We have tried to contribute to efforts made to spread and improve the methods of distance education, but have had too limited possibilities to make the contributions we should have liked to make. One reason for this is that ICCE has no employees at all and no office of its own but has to rely entirely on voluntary work done by members who must necessarily give first priority not to ICCE but to their ordinary work. Another reason related to this is a regrettable lack of funds.

In spite of evident interest in our work neither Unesco nor any other international body has found it possible to give ICCE any substantial financial support. Not even for this world conference has it been possible to obtain such support although we approached Unesco about it as early as 1972 and I have since both written officially and been in constant personal contact with that organisation since then. Applications to UNDP offices, national commissions for Unesco in developing parts of the world and to a number of foundations have proved very little successful even when we have tried to get funds with which to subsidize the participation of delegates from developing countries.

The Administration of ICCE 1972–1975

Your Executive Committee has not been able to have any proper meeting between the two world conferences in Warrenton and Brighton as the travelling costs have been forbidding.

Individual members of the executive committee, the administrative-advisory staff and the various subcommittees (see below) have been able to have a number of smaller meetings, however. Apart from these the deliberations among your officials have taken part by correspondence and – occasionally – over the telephone. In my capacity of President I have thus distributed 33 circular letters asking for specific advice and information on matters cropping up in the ICCE work and providing information about the responses given. My correspondence with members and various bodies, official and unofficial, concerned with our work has been extensive, and I am in the position to pass over to my successor to be elected in Brighton a number of files containing the relevant documents.

In this report I should like to limit myself to a few major issues which have concerned the whole of ICCE. I shall, of course, be happy to answer questions on more specific details as well.

The Venue of the 10th Conference

Following the recommendations made by our members at the Warrenton conference the first task of the Executive Committee was to decide on the venue of the 10th conference. In 1972 when this decision was made we had two very generous offers, one from Japan, one from the Federal Republic of Germany. When, after the necessary information had been collected, I put the choice between these two venues to the vote, there was a great majority in favour of Japan. Consultations with our colleague Tadashi Koretsuné led to

the decision that this conference be held in Kyoto in May 1975. Very considerable preparations were made for a conference there, and we owe our colleagues in Japan, above all Tadashi Koretsuné and Richard Fisher, many thanks for a lot of difficult time-consuming and costly work to realise this plan. As we all know they made the disappointing experience in October 1974 that internal Japanese difficulties called for a postponement of the conference if it was to be held in Japan. In this situation I suggested to the members of the Executive Committee that we had better try to find a new venue so that the programme that had been prepared for the 10th conference could be followed and ICCE members could meet this year as planned. I received almost unanimously favourable replies to this question.

Our Hon. Secretary David Young arranged a contact with the Association of British Correspondence Colleges. Without any delay this Association decided to host the conference and helped us to find this conference hotel in Brighton. Great speed was necessary as all the preparations between the summer of 1972 and the autumn of 1974 had concerned a conference in Japan. Efficient and friendly co-operation was given to us by our Colleagues in the ABCC and thanks to them we are here now ready to start the 10th conference. Allow me to mention David Young and Ben Mendes, the latter the Chairman of ABCC, who have led this hosting operation, and the Secretary of ABCC, Leslie Cowham, who undertook the practical preparations in England, registrations and liaison duties. The National Translation Institute of Science and Technology in Tokyo, which is headed by Mr. Koretsuné, generously offered to facilitate the change of venue by granting the remainder of a sum set aside for the conference in Japan to the Brighton conference. This grant amounts to ¥ 1,000,000 i.e. about £ 1,100, for which I wish to express the gratitude of ICCE.

Committee Structure

Very soon after I had been elected President I consulted the other executive-committee members about organising a small administrative-advisory staff within comparatively easy reach of my office in Sweden. After these consultations I managed to engage the following voluntary and dedicated members

David Young, England, secretary
K.S. Rosenquist, Sweden, treasurer
Habeeb Ghatala, USA, newsletter editor.

The next step was to organise the sub-committees necessary for the work we all agreed on in Warrenton. The following committees were set up

Research and Publications	Rune Flinck, Sweden, chairman
	Henry Bern, USA
	Michael Moore, USA
	L. Pagney, France
	Bakhshish Singh, India
	Akira Takatsuka, Japan
Membership	Keith Rawson-Jones, Great Britain, chairman
	Aalev Nedberg, Norway
	Michael Newell, Great Britain
	Elizabeth Powell, USA
	John Walsh, USA
	Pedro Vasquez, Venezuela
Constitution	Elias Pereira, Malaysia, chairman
	Gayle Childs, USA
	Renée Erdos, Tanzania
	Antoine Kabwasa, Ethiopia
	Akira Okui, Japan
	Hiram Padrón, Venezuela
Programme Committee for the Tenth Conference	Gunnar Granholm, Norway, chairman
	Brendan Connor, Great Britain
	Peter Kinyanjui, Kenya
	Tadashi Koretsuné, Japan
	Ripley Sims, USA
	Erling Ljosa, editor of the preconference book

These sub-committees and the members of the administrative-advisory staff have contributed much valuable work. Some information about this work has been provided in the ICCE Newsletter, of which the editor Habeeb Ghatala has published nine issues since we met in Warrenton.

The Constitution Committee, chaired by Elias Pereira, has submitted a written report on which I commented in January this year. Unfortunately it could not be printed in the Newsletter. For this reason it has not been practicable for me to distribute the report with my comments and suggestions until today.

Other activities

One of the things found very important by the members taking part in the meetings in Warrenton in 1972 was close co-operation with Unesco, from which we hoped to get both moral and financial support in our work. As early as June 15, 1972, I brought this matter to the attention of the Executive Committee, and since then this co-operation has been a constant priority subject. I have visited Unesco in Paris a number of times during my presidency, where I have been given information, advice and encouragement and have offered the assistance of ICCE to the work of Unesco.

Several suggestions for new publications in our field have been discussed. At the beginning Unesco wanted us to produce a catalogue of distance study institutions and a book on multi-media methods. A number of other publication projects have also been discussed. Not until 1974 was a decision reached. We now have a contract with Unesco about the preparation of two studies, one on institution building and one on new trends in correspondence education. Our colleague Ripley Sims has undertaken to do these studies, and we have entered into an agreement with the University of Wisconsin,

which sponsors his work in Madison on the Unesco studies. The Unesco grant for these two studies amounts to $ 6,000.

We were also asked by Unesco to plan a film or a filmstrip series with sound track on correspondence education to be used in a Unesco demonstration centre. Alternative plans were produced by us with cost estimates. However, shortage of funds finally induced Unesco to postpone the realization of these plans.

Another activity that your Executive Committee has been paying considerable attention to is co-operation with the International Council for Adult Education. So far this co-operation has only taken the form of an exchange of information. However, I judge this co-operation to be promising in opening new opportunities for development work in our field and hope that the next ICCE administration will find it possible to do tangible work together with the ICAE.

We have been in a position to contribute active work to development programmes within our field of activity in a couple of cases. Thus such contributions were made to a conference and workshop in Nairobi in 1973, at which the African Association for Correspondence Education was founded, and also to one held in Leipzig for African educationists in March 1975.

Conclusion

What I have experienced during my term of office has made it quite clear to me that ICCE is an organisation that is needed in the world. We have been able to do only a little of what could have been done if we had had the proper resources. A major obstacle has been the lack of a qualified organiser or secretary, who could work from an office of his or her own to co-ordinate our research and development work and administer the various activities. I hope the new ICCE administration will find a solution to this problem. One of the last few things I have done as ICCE president apart from this conference is to write to Unesco asking our friends there to try to find funds which will help ICCE to set up an office of the kind I have referred to. Will it be possible to find other supporters as well?

May I conclude this report by expressing my great appreciation of the pleasant co-operation I have had with my friends and colleagues within ICCE during my presidency. I look forward to continuing this co-operation as past president and trust that somehow ICCE will be in a position to increase and improve its contributions to the educational endeavours that are the responsibility of our Council.

4 TREASURER'S REPORT. Mr. K S. Rosenquist presented his report first of all for the period from July 1972 to December 1974 as follows:

RESULT JULY 1972 – DECEMBER 1974

1 PROFIT AND LOSS BALANCE

		Sw.cr	US$
1.1 Receipts	Received from previous treasurer F.L. Johnson	22 242	5 561
	Membership fees 1972	76	19
	1973	11 992	2 998
	1974	15 397	3 849
	1975	6 803	1 701
	1976	740	185
	Proceedings	1 222	306
	Unesco	1 053	263
	9th World Conference	709	177
	Postage	58	15
		60 292	15 074
1.2 Expenses and surplus			
	Newsletter	19 286	4 822
	Postage and telegrams	7 479	1 870
	Travelling expenses	5 182	1 296
	Proceedings	534	134
	9th World Conference	317	79
	10th World Conference	3 500	875
	Unesco	688	172
	Office material, bankcharges, printing costs	2 323	581
	Membership fees paid in advance	7 542	1 885
	Surplus	13 441	3 360
		60 292	15 074

2 BALANCE SHEET 741231

2.1 Assets	Bank	20 983	5 246
2.2 Liabilities and capital stock			
	Membership fees paid in advance	7 542	1 886
	Capital stock	13 441	3 360
		20 983	5 246

Then he presented the report for the period from January 1975 to date as follows

RESULT 1ST OF JANUAR – 5TH OF MAY, 1975

1 PROFIT AND LOSS BALANCE

	Swiss		US$	
1.1 Receipts				
Membership fees 1974	398		100	
1975	6 919		1 730	
1976	485		121	
1977	40		10	
Proceedings	177		44	
10th World Conference	853	8 872	213	2 218
1.2 Expenses				
Bankcharges	289		72	
Postage and telegrams	705		176	
Newsletter	1 331		333	
10th World Conference (travelling expenses and printed matter)	27 440	29 765	6 860	7 441
Loss		20 893		5 223

2 BALANCE SHEET 750505

2.1 Assets				
Bank		90		23
2.2 Liabilities and capital stock				
Balance brought forward 750101		20 983		5 246
Loss 1975		20 893		5 223
		90		23

5 CONSTITUTION COMMITTEE REPORT. The report of the Constitution Committee from its Chairman, Mr. E. Pereira, and its members Mr. H. Padron, Miss R. Erdos and Dr. G.B. Childes was laid on the table together with the President's letter of 13 January 1975. The President proposed and Miss Erdos seconded that Part I relating to the name should be accepted. Professor Wedemeyer expressed disappointment that no change had been proposed in the name, which he feels separates ICCE members from those who are doing similar work in radio and TV etc. He felt that a more all-embracing name could possibly lead to enhanced membership and recommended that a special committee be appointed to look at the matter of the name. There then ensued a considerable discussion, in which many members of ICCE took part. Arguments for retaining the present name and for searching for a new name were put forward from all sides. In the end the recommendation of the Constitution Committee was put to the vote and passed by a substantial majority.

Part III of the Report relating to the membership was accepted subject to a change proposes in the President's letter, so that it would read – "Individuals who have distinguished themselves in the field of correspondence education and who may be so designated by the Council on the recommendation of the Executive Committee and elected as Honorary Members."

The President proposed and the meeting agreed that the words "annual subscriptions" be added to Part IV(o) of the Constitution.

The President proposed and Dr. Figur seconded that to Part V of the Constitution there be added Section 4 the paragraph set out in his letter of 13 January. After a minor amendment this was agreed to the effect that the following paragraph would be inserted as Section 4 –

The Council shall hold a General Meeting during each Conference. The Executive Committee shall then submit a report on its work. At the same time the Treasurer shall submit an interim statement of accounts. In addition following the completion of his financial responsibilities at the and of the Conference, the Treasurer shall within 6 months submit to his successor a final statement of acounts audited by an external auditor with a copy thereof to the President.

Attention was then turned once again to the proposal to set up a small committee to reconsider the name of the Council and its objects and to report back to the Second Business Meeting on Friday, 16 May. After discussion, it was agreed by a small majority to set up a committee as proposed consisting of the following persons –

Professor C.A. Wedemeyer – Chairman
Miss Renee Erdos
Mr. P.M.Phang Chang
Mr. F. Pereira
Dr. H. Schwalbe

(The Constitution as now revised appears as an appendix to these Minutes)

6 OTHER REPORTS. Mr. Ripley Sims reported on the large ICCE research project with UNESCO. He wished to take opportunity to make personal contact with as many people as possible during the Conference – particularly those from countries he would not be able to visit. For this purpose he would be holding a special meeting at 6 pm on Wednesday evening, 14 May. The project covered two main aspects –

1 Obtaining information from people about correspondence education for those who wished to become involved in correspondence education with a view to building institutions; and

2 Examining new trends in correspondence education and in taking steps to disseminate them more widely.

7 NEW BUSINESS. The President reported on the following items –

a The recommendation of the Executive Committee that the Proceedings of the 10th World Conference be produced in a

similar way to those of the 9th World Conference. Furthermore, the Proceedings would include papers which had been too late for publication in the pre-conference book.

b The President gave warning that there were proposals to plan for a parttime secretariat which could increase the costs of the administration of ICCE and that in consequence members' subscription rates might have to be increased.

c It was anticipated that more attention would be given to co-operation with non-governmental organisations, for example International Council for Adult Education.

d Mr. G. Granholm initiated a discussion regarding the research work of ICCE. It was pointed out that there was already a standing committee dealing with this work, but it was decided to review the procedures adopted and Mr Ljosá was appointed to look further into the work of research and development. This appointment was moved by Mr. Granholm and seconded by Mr. Magnuson.

8 The President on behalf of the Executive Committee put forward recommendations for the committees for the 10th World Conference. These proposals were seconded by Dr. Chapman and agreed as follows –

NOMINATIONS COMMITTEE

Chairman	Miss R.F. Erdos	Australia
Members	Dr. E.C. Estabrooke	USA
	Dr. B. Figur	Canada
	Mr. A. Nedberg	Norway
	Mr. W. Fowler	USA
	Mr. M. Kaunda	Zambia

The ICCE Executive Committee 1972 - 1975

RESOLUTIONS COMMITTEE

Chairman	Mr. M.K. Newell	UK
Members	Mr. P.E. Kinyanjui	Kenya
	Mr. T. Koretsuné	Japan
	Dr. O. Mackenzie	USA
	Mr. A. Saxe	Denmark
	Prof. B. Singh	India

FUTURE PLANS COMMITTEE

Chairman	Prof. C.A. Wedemeyer	USA
Members	Mr. E. Pereira	Singapore
	Mr. W. Schultz-Rahe	Germany
	Mr. R.S. Sims	USA
	Mr. D.M. Young	UK
	Mr. A.K. Mwanga	Tanzania

9 AGENDA FOR SECOND BUSINESS MEETING. Members were requested to pass to the Hon. Secretary matters which they wished to bring to the attention of the Second Business Meeting.

The First Business Meeting finished at 6.15 pm.

D.M. Young
Hon. Secretary

Minutes of the second business meeting, 16 May 1975

Mr. T. Koretsune, NATIST, Japan, and Mr. William Fowler, NHSC, USA (behind)

Chairman – President Börje Holmberg

1 ANNOUNCEMENTS –

By Mr Tadashi Koretsune –

Mr. President, members of the Executive Committee and Administrative-Advisory Committee, and Ladies and Gentlemen:

With the permission of Mr. Chairman, I wish to make a brief report to you on the situations in Japan which led to the change of venue from Kyoto, Japan to Brighton, England. I am making this report to you today, with our sincere apology for this rather sudden change which may have caused you much inconvenience and in our sincere hope that you would kindly understand the situation.

On October 9, I wrote to President Holmberg, reporting him that the 10th Conference in 1975 in Kyoto had to be postponed, which was followed by a cable of October 17 sent on my behalf from our Richard Fisher, the appointed Conference Manager, inviting the President's attention to my October 7 letter. President Holmberg promptly responded to this and immediately acted upon it, and, as he thought that postponement was inadequate and impractical he went through a series of excange of opinions and preliminary discussions with the members of the Executive Committee, and the Conference site was changed from Kyoto to Brighton. We wish to express our sincere thanks to our British colleagues who have volunteered to accept this extremely embarrassing assignment.

It was not more than three weeks before that that President Holmberg wrote me. In his letter of September 24, 1974 which I received in Tokyo on October 2 he said – "As far as I can see the preparations for next year's conference in Kyoto are progressing very well. The great difficulty will be financing the conference without charging the participants too heavy registration fees . . ." President Holmberg was right when he believed that the Local Arrangement Committee was doing well to coordinate things inside Japan, and he was right when he assumed that those internal difficulties facing the Local Arrangement Committee would be overcome and dissolved, but, unfortunately the difficulties were in fact more serious and deeply rooted than we thought they were.

In my letter of October 9, I stated – "As you alredady have realized by now, from our extensive correspondence, the most difficult part of organizing any international conference here in Japan is to get things coordinated and arranged inside this country; unlike what is surely your experience in Europe or America, where the most difficult factors are concerned with arranging things with the people and organizations outside Europe or America. . . . Unfortunately, we now find that the 10thConference is another example of such internal difficulties, albeit with relative external ease. Very recently, we were forced to the obvious but reluctant conclusion that one more year will be required in order to get all the domestic matters straightened out that are still pending and are thereby blocking the way toward a successful conference. . . ." In other words, the major difficulties were with the domestic matters in Japan, rather than financing the conference. In fact we had five million yen apportioned to the conference already from one single source, and there would have been minimum 20 million yen, which is worth 65,000 US dollars of additional fund readily available.

For whatever reasons that may have been there, we ourselves felt very much embarrassed because:

1) the wish of so many colleagues who had indicated their definite, probable, or possible attendance in the conference and visit to Japan became abortive, and
2) cancellation immediately means shifting of Japan's burden to some other country and to someone else – who later turned out to be our English colleagues – Mr. David Young and his associates.

You would be interested in knowing what happened with us in Japan during the past two and a half years of preparatory efforts which were being made since the 9th Conference in Warrenton, Virginia. In fact, I feel obliged to clarify the state of affairs to you at this time, on behalf of several colleagues in Japan who were rendering their positive cooperation with us in this matter. Those directly involved were Mr. Richard Fisher, Technical Director of NATIST Corporation, of which I am the President, Mr. Suzaki, the then Secretary General of Japan Council of Correspondence Education, Mr. Yogo, also affiliated with JCCE, Mr. Takasu, NHK (The National Broadcasting Corporation), and Mr. Hisano. Mr. Hisano is the author of the articles which appeared in our Conference Previews which you may have had an opportunity to read – "The History of Japanese Correspondence Education".

In our country, there are three major organizations concerned with continuing education, viz. Shakai Tsushin Kyoiku Kyokai, the National Private University Extension Association, and Senior High School Correspondence Education Association. The first one – Shakai Tushin Kyoiku Kyokan (this I will refer as Sha-Thu-Kyo for your convenience, as in fact is so called in Japan) consists of some 40 accredited private schools pursuing mostly vocational training, with Government subsidies, as approved by the Ministry of Education. Mr. Akao, Mr. Arimitsu, and Mr. Inukai are the presidents respectively of Sha-Tsu-Kyo, the National Private University Extension Association, and Senior High School Correspondence Education Association. In addition to these, we have Japan Council of Correspondence Education (JCCE), of which the president was then Dr. Misoji Nishimoto, the past Vice-President of ICCE.

I took time to mention these names because I want to tell you about where these major organizations stood and what the approaches of these top executives were in relation to hosting the 10th Conference in Japan.

I and my associates had several meetings with these key figures. After discussing a number of times among our associates we found that they believed Japan was not quite ready and not well prepared for hosting the next conference. They gave several reasons for it, which may be summarized as follows:

1. If the Conference is to be sponsored by Japan, and for the Conference to be a success, the National Private University Extension Association and its member colleges and universities will have to play a major role in terms of maximum participation and providing of Conference facilities, whereas the Association had at this stage no confidence in themselves for accomplishing this heavy duty, since the Association was organized just at couple of years ago.
2. If the Conference is to be held in Japan, there should be a reasonable number of scholars and specialists who will be able to present their papers handling the subjects related to correspondence education, continuing education, and on adult education, whereas there have been none whose experiences and whose researches and studies are comparable with those of foreign counterparts in the field.
3. Assuming the Conference will be hald in Japan, there will naturally be not a few colleagues who wish and plan to make use of this opportunity to visit some of the correspondence educational institutes and schools, whereas most of those colleges or other educational institutes which are engaged in correspondence education would be reluctant to receive them for the simple reason that there is not much to show the visitors, as there is not much to tell them about – the methods, the systems, and principles.

These were the the reasons reiterated throughout a number of meetings we had with them during the past two years. It seemed to us that those reasons were neither understandable nor acceptable, because they obviously are self-centered and selfish ones.

Throughout this period, a six-man steering group, including Mr. Suzaki, Mr. Yogo, Mr. Takasu, Mr. Hisano, Mr. Ohmori, and myself have individually and/or collectively tried really hard to persuade and convince the people, but we finally failed. It was around the end of summer last year, when, at our request for assistance, the Ministry of Education, the Japanese Government, set in, and came into the picture. Mr. Kida, Director of Science & International Affairs, the Ministry of Education – a very internationally oriented and a most knowledgeable official in the Ministry – advised those concerned including Mr. Akao, Mr. Aritmitsu, and myself, that they would join efforts toward hosting the Conference in Japan if not for 1975 but hopefully one year later if acceptable on the part of ICCE. They basically agreed. But, as you can readily see, it was much too late for the 10th Conference. Mr. Kida, then, proposed that the steering group will inform ICCE Executive Committee of the domestic circumstances and plea to postpone the Conference by about one year, when there will be completed the needed coordination among those national organizations concerned and there then will be a full support from the Ministry of Education. This was immediately relayed to President Holmberg, as I said, earlier in October last year. You know well what has developed since that time, and we are meeting here in Brighton, largely due to the strenuous efforts of President Holmberg, Prof. Wedemeyer, Mr. David Young, Mr. Granholm, other members of the Executive Committee, and many of you concerned. Thanks to their efforts, we are now meeting here in Brighton and are having such a fine and well organized Conference.

Now, ladies and gentlemen, we are meeting again here in Brighton, England, instead of Kyoto, Japan, to renew our acquaintances and to discuss and consider the subjects and problems facing us today under the general and specific programs so efficiently worked out by Program Chairman Gunnar Granholm.

Way back in Japan, on the other side of the globe, things seem to have started moving now, though belatedly, at the cost of their 'lost face' – which we Japanese attach most importance to in our unique oriental way, and at the dear cost of losing the faith in Japan of foreign colleagues as the result of their cancellation of her once-committed obligations, for whatever reasons they may have been. However, we believe that these painstaking but abortive efforts of ours in Japan would prove worthwhile, if we Japanese make best use of this sad experience toward serving our colleagues better for the future.

In fact, just a week before I left Tokyo, there was a meeting called on April 30 at the initiative of Mr. Kida of the Ministry of Education, where the following people were invited and present:

Mr. Ryoji Ito, President, UNESCO Asia Culture Center Foundation

Mr. Ryoji Taura, Director, Sha-Tsu-Kyo Foundation, concurrently President, Japan Culture Society Foundation

Mr. Hiroshi Miyazaki, Advisor to Japan Culture Society Foundation

Mr. Taro Sakai, Secretary General, Sha-Tsu-Kyo Foundation

Mr. Motoyoshi Inukai, President, Senior High School Correspondence Education Association

Mr. Akira Okui, Secretary General, National Private University Extension Association

Tadashi Koretsune, President, International Extension University, NATIST

Mr. Ryoji Ito and Mr. Itaru Taura are participating in this Conference here. There are several others who are present here, who are the delegates who volunteered to come and attend this conference, as the result of the April 30 meeting at the Ministry of Education. Mr. Ito is present here in the capacity of the informal spokesman of the Ministry of Education of Japan and the representative of the Japanese delegates.

At the April 30 meeting, Mr. Kida, in his capacity of the Director of that department in the Ministry which is directly concerned with the international conferences of this category, such as ours here, made a proposal that should ICCE decide again to propose to have a future Conference in Japan (not the next earliest one) Japan should accept it, and that all those organizations involved should exert their fullest cooperation toward a successful and fruitful conference. Mr. Kida's proposal was accepted by the majority, with one exception — National Private University Extension Association who reserved their consent. But the general concensus was that they will agree to host the future conference in Japan — perhaps the 12th Conference.

This shows that at long last, and at the very last minute before the 10th Conference, all those involved in Japan became oriented toward openminded and positive efforts for first getting themselves organized so that, if for the future ICCE decides to choose Japan as the host country she can definitely accept.

At this very moment of the 10th Conference, we failed to fullfil the promise we had made. There is in Japan a saying that Buddha, our greatest saint and philosopher in the Orient, cannot be cheated more than twice. As many of you here today who participated in the 7th through 9th Conferences will recall, Japan was chosen at the Warrenton Conference to be the next Conference site, and that prior to that Japan was hinted upon at the Stockholm Conference and was almost committed to at the Paris Conference by the Japanese delegates present. I hope you will be more lenient than Buddha with the Japanese failure to do what they were supposed to do.

As you see from what I explained to you, there were three main drawbacks with the Japanese in dealing with international affairs, viz:

1) They look up to the Government for a pilot. In fact, many matters and problems seemingly difficult to overcome can be solved with the intervention of the Government. This time, coordination among the organizations involved was possible only after the Government came into the picture.

2) Japanese are too idealistic. They are often over-idealistic — to such an extent that they sometimes behave themselves as if they were self-centered and selfish. They think about international conferences in terms of something with which the foreigners measure and judge the capabilities of the Japanese — and they honestly think and wish such conferences, if they are to be held, must be the very best ones ever held even at their financial and otherwise sacrifice. Some ten years ago, there was the INTERNATIONAL PEN Club conference held in Japan. Japan was highly praised to be the best host ever had in the history of PEN. Ten years later, in 1974/75 Japan was unanimously chosen again as the host country — and Japan had to decline it because they know that it was practically impossible to obtain unanimous support and resources for the conference to the complete satisfaction of the friends coming from overseas. Too idealistic!

3) On top of that, when it comes to the subject of correspondence education, we must tell you that Japan is situated in a sort of of gray zone, just in between the developed nations and developing nations. "Developed" and "developing" are originally a political and/or economic concept — and, in the educational field, particularly in correspondence education, there is "semi-developed" or "semi-developing" nation — that is where Japan now stands.

Circumstances are such as these. Ladies and gentlemen, please do not think that the Japanese are difficult to deal with, and let me humbly ask you to try to understand us Japanese, and again please forgive us for the failure of our promise which we once made. I do hope that you will look forward to seeing future development and improvement of the situations in Japan in the interest of ICCE.

Thank you.

BY MR. KEITH RAWSON-JONES

In his capacity as Editor of Epistolodidaktika, the journal of the European Home Study Council, Mr. Rawson-Jones pointed out that not only was it distributed internationally, but also that its pages were open to contributers from all parts of the world. He would, therefore, welcome contributions at any time from ICCE members and delegates.

2 REPORTS

(a) FINANCIAL. Mr. David M. Young, on behalf of the Executive Committee reported on its review of the financial situation. The following table summarises in outline the situation from 1972 to 1975 —

	Annual Average	3 years
Income	$4,000	$12,000
Expenditure	7,500	22,500
Deficit		10,500

It was pointed out that the deficit would be covered by the $5,500+ received from the previous administration in 1972, by the 1,000,000 yen received from NATIST and by an anticipated surplus from the 10th World Conference.

It was the recommendation of the outgoing Executive Committee to the new Executive Committee that the future budget for annual expenditure should be at least $10,000, so that some modest executive assistance can be available to the President and some account may be taken of inflationary trends. It was also recommended that membership subscriptions should be raised to meet this increased budget. This had to be done against a background of the present situation –

130 individual members paying $10 and
65 institutional members paying $40
Thus the recommended new subscription rates were –

$25 x 130	=	$3,250
$125 x 65	=	8,125
		$11,375

The following views were expressed on the proposal –

BY MR. GUNNAR GRANHOLM – who recommended that the increase should take place, so that the scope of the work done by ICCE can be widened.

BY MR. MARTIN KAUNDA – who was concerned that certain institutions in the developing countries would find the increased fee difficult to meet and who suggested that the next Executive should consider a graduated scale of contributions, so that those who have most pay most.

BY MR. K. REBEL – who recommended that in addition to the proposals the ICCE should be more active in looking for new members in order to increase its income.

BY MR. HABEEB GHATALA – who expressed his support for the proposals.

(b) RESEARCH WORK. Arising from Minute 7d of the First Business Meeting, Mr. Erling Ljosa presented the following report –

At the first business meeting of this conference I was asked to look into the work and purposes of the ICCE Committee for Research and Publications – and to present suggestions to be considered by the second business meeting today.

I choose to approach my task from three slightly different starting points. First, I had a talk with the Chairman of the present Research Committee, Mr. Rune Flinck. Secondly, I have made some considerations on the basis of the keynote address, presented to this conference by Miss Renee Erdos. Thirdly, I have asked a few of the research workers attending this conference whether they have any wishes as to what the ICCE Research Committee ought to do. My approach led to a couple of rather unanimous conclusions, which I now shall present to you, together with some of my own considerations.

Obviously, there is a substantial need for researchers in the field of distance education to know about each other, and to get information on projects related to their own work. The first objective of the Research Committee, therefore, ought to be to establish such contact and spread information about research and development efforts being made all over the world. If we want to stimulate and improve research on distance education, correspondence education and related fields, we have to pool knowledge and ideas. The Research Committee should in this respect serve as a clearing-house, spreading information both to researchers and to practitioners in the field of distance education.

I think the committee should establish regular contact with resourceful persons in different parts of the world – persons who are engaged in, or committed to, research or development work at different levels, in different types of institutions, and with different social backgrounds.

However, in order to have a committee that is capable of working efficiently, I believe that the members of the committee ought to be three or four persons from the same geographical area, so that the committee will be able to meet and discuss the matters which it is entrusted to deal with on behalf of the ICCE.

Also, the committee should have at its disposal a modest secretarial service, in order to maintain the necessary contacts and send out information, project descriptions and so on to member shools and others.

Following a suggestion from Dr. Peters, I think that the Research Committee should be in charge of arranging special research sessions during the next world conference, and perhaps invite for these sessions scholars from related fields of communication to participate. This, I believe, will be beneficial both for ourselves and for our visitors, stimulating the important work of linking correspondence education to general education and communication theory, the need of which also was expressed by Dr. Wedemeyer yesterday.

The keynote address of Miss Erdos stressed the need of co-ordination also ought to start from the exchange of information and ideas already mentioned. But it aims a step further towards the acceptation of common methodologies. Personally, I don't believe in universal agreement in any field, and not either regarding research or evaluation. But it may perhaps be possible to initiate a small number of model projects. Such model projects, I imagine, ought to be carried out by individual, independent institutes or schools, and joined, or more likely adapted, by other equally independent schools. Thus, the co-ordination should not be a result

of joint, formal decisions, but a result of common interest in the same problems – and of information of the projects being spread as early as possible.

I think that the role of the ICCE, and of the ICCE Committee of Research and Development, should be to find institutions and persons that could carry out the model projects, stimulate them to do so, search for funds to pay for it, if necessary, and spread information of what will be going on to interested schools and institutions.

I'm convinced that the problem will not be to define relevant research projects. Miss Erdos in her keynote address suggested several areas of investigation, and during this conference others have been proposed, for instance the area of visual literacy, and that of tutor training.

However, I shall not anticipate the work of the Research Committee.

Concluding this report, I suggest that the 10th ICCE Conference sees to it that a Research Committee be established along the guidelines I have sketched – either by electing a committee or by suggesting to the new Executive Committee that it will do so. May I also suggest that Mr. Rune Flinck, the Chairman of the present committee, ought to be consulted in this matter, because he is leading a research project which implies extensive contact with researchers in many different countries.

The next Executive Committee were recommended to consider this report.

(c) "THE NAME" – On behalf of the committee appointed at the First Business Meeting, Professor Charles A. Wedemeyer presented the following report –

Consideration of the name should not be approached at this time from the point of view of a constitutional change. It is a question first of organisation self-identity, quite apart from the name. Self-identity is an enquiry into what we perceive ourselves to be in our spheres of work and value systems regarding education, and what we are in relation to the larger educational world around us. ICCE has been a satisfying organisation. In the past our name has not been accepted everywhere, but within the organisation it was. It has sometimes been the target of criticisms but within ICCE we have found a place where we could understand ourselves. It has to some extent been a 'coterie' group. The world, however, is changing and we need to become stronger and more importantly part of the main stream of education. Search for self-identity should precede the selection of symbols such as a name, which should be reasonably congruent with the way we perceive ourselves and the way the world perceives us. Each member of the committee talked to many people during the conference – in all 40 to 45 persons. The largest group wanted to keep the name as it is. The next largest group felt that the present name is inadequate, but there was no agreement as to what the name should be. The third group, which was supported by some from the first two groups, felt that a compromise could be achieved by keeping the present name and extending its meaning. The committee recommends that the study of the identity and purpose of ICCE should continue, and indicated its willingness to be available for this purpose. It would follow a process of consulting with members and setting up a dialogue with them on the matter. Out of this we hope that there would come some sense of the symbolism of the name of the organisation. At this stage it is not possible to tell whether a change in name will result, and certainly no change is recommended at the present time.

The proposals of the committee were referred to the next Executive for their action on the motion by Professor Wedemeyer, seconded by Mr. Ripley Sims.

(d) NOMINATIONS AND ELECTIONS. Miss Renee Erdos presented the report of the Nominations Committee follows.

The Nomination Committee agreed upon the following criteria for considering the nominations submitted to it, and making its recommendations to Council:

1 The prime objective must be the welfare of the International Council for Correspondence Education. The Executive Committee must therefore have the composition which can give the leadership best able to pursue the aims of the ICCE and advance its further development.

To achieve this prime objective the Executive Committee should include

(a) some members experienced in the policies and past development to provide continuity of experience

(b) some "new blood", not only for the intrinsic value of the stimulus given by the injection of "new blood", but to give the opportunity for it to gain the experience essential to provide continuing strong leadership in the future.

(c) representation of different kinds of institutions and organizations of correspondence education

(d) wide geographic representation to channel into the ICCE knowledge of regional ideas, points of view, needs, and contributions. Having applied these criteria in considering all the nominations made by delegates to this meeting of the ICCE, the Nominations Committee now makes the following recommendations to Council for the incoming ICCE Executive Committee:

President:	Mr. D.M. Young	– UK
Vice Presidents:	Miss M.L. McPartlin	– USA
	Dr. O. Peters	– Federal Republic of Germany

Dr. B. Singh	– India
Mr. K. Smith	– Australia
Mr. H. Wali	– Nigeria

Acceptance of this report was moved by Miss Renee Erdos and seconded by Dr. Mackenzie. The motion was passed unanimously.

(e) FUTURE PLANS. Professor Charles A. Wedemeyer presented on behalf of his committee the following 3 recommendations –

i That in addition to planning the venue for the next succeeding conference, ICCE should in future endeavour to plan two or three conference venues ahead.

ii That a work group be appointed to prepare a conference guide or handbook which would set forth for future hosts and managers of ICCE conferences recommendations for the organisation and preparation of conferences which would lighten the burden of host groups and provide for the timely and orderly development of plans. The handbook should contain recommendations only, because each host group must be free to develop the conference plans within its own cultural setting.

iii That inasmuch as the Committee had received written proposals for the venue of the 11th Conference from delegates in two different continents; and that each proposal had merit in meeting the needs of both ICCE and the members in the areas of the world where ICCE has not heretofore met; and in view of the first recommendation above; that it should not accept one proposal over the other but would recommend one proposal for the 11th and the other proposal for the 12th –

For the 11th Conference, India, on a proposal submitted by Dr. Bakhshish Singh of Patiala, India.

For the 12th Conference – Africa, on a proposal submitted by Mr. S.K. Humba of Kenya, Africa.

Professor Wedemeyer moved these proposals on behalf of the Committee. They were seconded by Mr. P. Kilroy and accepted unanimously by the meeting.

(f) RESOLUTIONS. Mr. Michael Newell in presenting the following Resolutions on behalf of his Committee, said –

These resolutions fall into three categories:–

1. To look back and bring forward previous resolutions if necessary.
2. To put forward resolutions to further the working and development of ICCE.
3. To express in a lasting way through publication in our proceedings the thanks of the Council to those to whom it is due.

Three years ago, this Council appointed Dr. Börje Holmberg as President. Comparison is difficult but at the outset, he might have felt himself in a similar position to a substitute going on to the football pitch to take over from a certain Dutchman called Johan Cryff. This forced substitution was, however, a brilliant stroke and his efforts have carried ICCE triumphantly to the conclusion of the Tenth Conference. The first resolution therefore reads:–

1. "That ICCE records its warm and grateful appreciation to Dr. Börje Holmberg for his untiring and unstinting work on behalf of ICCE and hopes that his future in whatever field he enters will be happy and successful."

To save the Chairman embarrassment on this contentious resolution, I have already found a seconder, Dr. O. Mackenzie, and I would ask the Council to rise and accept the resolution with acclamation.

2. "That ICCE records its grateful thanks to the hosts of the Tenth World Conference, the ABCC, and in particular Mr. David Young and Mr. Leslie Cowham and the conference secretariat."

   Seconder – Mr. K.W. McLean

3. "That the ICCE records its grateful thanks to the programme committee chairman, Mr. Gunnar Granholm, and the other dedicated members of the committee, together with all the contributors to the preconference book and its editor."

   Seconder – Mr. H.C. Pratt

4. "That the ICCE records it grateful thanks to the newsletter editor Dr. Habeeb Ghatala for his excellent work since the Ninth Conference."

   Seconder – Mr. M. Singh

5. "That the ICCE records it grateful thanks to the editors of the Ninth ICCE Conference Proceedings, Professor Wedemeyer, Mr. Ripley Sims, Dr. Habeeb Ghatala and Professor B. Singh."

   Seconder – Mr. Ted Etabrook

6. "That the ICCE records its grateful thanks to the National Institute of Science and Technology of Tokyo, Japan, for their generous contribution of 1 million Yen to ICCE funds."

   Seconder – Mr. H. Wali

7. "That ICCE records its grateful thanks to UNESCO for the very welcome financial help both towards the publication of the Newsletter and the ICCE research project, and re-affirm its committment to assist UNESCO where needed and where possible."

   Seconder – Prof. B. Singh

8. "That the Executive Committee be asked to give careful consideration to the wider distribution of the pre

and post conference papers." (There was some discussion on this matter and the Chairman of the Resolutions Committee explained that the wider distribution was intended to be on a profit making basis.)

Seconder – Mr. R.M. Delling

9. "That if the Executive Committee feel it necessary to appoint working committees during the conference, allowance should be made during the programme for them to work."

Seconder – Mr. Martin Kaunds

10. "That the Executive Committee arrange for the publication and circulation of proposed changes to the constitution a suitable time in advance of the conference."

Seconder – Mr. Walter Schultz-Rahe

11. "That the Executive Committee arrange for the publication of the constitution as a separate document." (There was some discussion on this matter and the Chairman of The Resolutions Committee explained that it should be printed in a simple format and should, for example, be distributed with the pre-conference papers as this would help to ensure that if the constitution was discussed, members would at least be in possession of a copy. At this point, Dr. Habeeb Ghatala suggested that a statement should be prepared to cover the history and aims together with more details of the financing of ICCE for general distribution. It was agreed that this suggestion should not be incorporated as a resolution but should be noted in the minutes.)

Seconder – Dr. O. Mackenzie

12. "That the Executive Committee be asked to implement Resolution 12 of the Eighth Conference, namely that committees be clearly defined and delineated in writing, and that committee members be provided with the written terms of reference when they are appointed."

Seconder – Mr. Gunnar Granholm

13. "That the Executive Committee's attention be drawn to Resolution 9 of the Eighth Conference which stated:

Whereas the business session is an important item in the programme of the Conference, and Whereas the last session of the Conference does not always guarantee sufficient time for adequate discussion of business matters –

Be it resolved that the business session be scheduled for a time earlier than the last day of the Conference."

Seconder – Mr. Gunnar Granholm

14. "That the Executive Committee's attention be drawn to Resolution 13 of the Eighth Conference which stated:

Whereas Resolution 5 of the Seventh Conference of ICCE, held in 1965, pointed to the need for establishing a working committee with wider national representation to investigate and reach agreement on a unified terminology of common terms in correspondence education, and

Whereas no substantial progress seems to have been made in this area of interest by ICCE since 1965 –

Be it resolved that such a committee be formed, with instruction to proceed with the work forthwith, and

Be it resolved, further, that the committee so formed compile a dictionary of terms for ICCE, or consider the possibility of recommending the adoption of a dictionary of terms such as the one prepared by the European Council for Education by Correspondence."

Seconder – Mr. Martin Kaunda

The fourteen resolutions were all passed unenimously.

3 The retiring President, Dr. Börje Holmberg, then installed the new officers of ICCE, who took their places on the rostrum.

4 STATEMENT OF PRESIDENT ELECT

Ten years ago almost to the very week the Board of Studies of The Rapid Results College had the pleasure of receiving one, Donald Cameron, who was then President of ICCE. This for me was my first contact with the International Council on Correspondence Education. I followed this meeting by attendance at the 7th World Conference in Stockholm over which Donald Cameron presided. I summarise briefly my experience of ICCE after that first contact by reminding you that Renee Erdos was the next President appointed at Stockholm. She carried us through the next four years to Paris, where we had the pleasure of seeing our good friend, Chuck Wedemeyer, elected as President until the Conference at Warrenton in Virginia. And now these last three years we have enjoyed the presidency of Börje Holmberg. I little thought at any time during these last ten years that I would be standing before you in succession to these great leaders as your President today. They are all renowned for the very high standards which they have set as presidents of the ICCE. I do not anticipate that it is going to be at all easy to follow such eminent people. I can only say to you I shall do my best.

When I consider your appointment of me as your President, I find a surprising contrast. If I think of my predecessors I regard them, and I am sure you do too, as educationists first and administrators second. This does not in any way denigrate their outstanding qualities as administrators, but I mention the point because it contrasts with my own position. Although for over 25 years now I have been steeped in the tradition of correspondence education, I have been concerned with its administrative and its publicity aspects. I am, therefore, an administrator first and an educationist second. What then does this mean for ICCE over the next three years? I cannot change myself.

I will still be an administrator first and an educationist second. It has, therefore, two main implications. First I shall be giving particular attention to administrative matters and I welcome the suggestion that a set of guidelines should be prepared to help those who will be preparing the next ICCE Conference. I look forward to the preparation of these guidelines and to collaborating both with my Executive and with those who have helped in the organisation of previous conferences. Then also, as suggested just now by Dr. Rebel, I intend to give special attention to the membership of ICCE, which I hope we can vastly increase. Consider, for instance, what it would mean if we had, say, 1,000 members and 500 delegates at Delhi. What would it mean for the standing of correspondence education? Surely we would command more attention throughout the whole world.

Secondly, on the educational side I am not for a minute suggesting that this is going to become one whit less important than it has been in the past, but I would like to point out that I shall be looking to you, to the educationists among you, to help support this side of ICCE in the future. I am sure there are plenty within and without this room who will be keen to do this.

Now may I leave with you a few other thoughts for the future? Six of them altogether. First, may I say that any suggestions you have to make at any time will be most welcome. Please write to me, feel free to write to me whenever you wish. You know my address and I shall look forward to hearing from you. Secondly, I hope that in the course of the next few years we shall have many meetings together, even if these are small meetings of just two or three people.

It may be possible for me to travel to some countries and I know many of you on occasions visit London. I hope that during your visit to London you will also take opportunity to visit me so that I may know what you are doing and how we can best serve together the interests of ICCE. Thirdly, I hope that by what I have said I can act as a focal point for the exchange of information. If you require help on any matter, please let me hear from you. I will not promise to find the answers, but I will do what I can. Fourthly, I think as a practical exercise we should have a directory of the ICCE members published in a simple form, if possible, once a year so that it is regularly updated, giving just the name and address of each member together with a very brief description of the field in which he or the institution is working. Fifthly, I remind you of the important research project Ripley Sims is undertaking for ICCE and ask that you give him your full support and the sixth and last point – I shall be asking your help in many matters to assist with the organisation of ICCE. It may be soon it may be later, but whenever it comes to you I ask you as loyal members of ICCE to be ready to help.

Finally, I would like to say that I endorse wholeheartedly the tribute paid to Börje Holmberg and his retiring Executive in the Resolution passed just now. I have known you, Börje, as a friend, a helper and a wise counsellor, and I look forward to more wise counsel from you as our immediate past President.

5 ACTIVITIES BETWEEN CONFERENCES – comments were passed by two members – Mr. T. Houry invited any ICCE members to visit the Beirut Arab University and offered that all expenses during the stay would be paid.

Mr. Ghatala recommended that two editors of the newsletter be appointed.

6 CLOSURE OF 10TH WORLD CONFERENCE – the new President, Mr. David M. Young, said that he looked forward to seening all present delegates and many more delegates at the 11th World Conference in Delhi. He then declared the Tenth World Conference of ICCE closed at 1.30 pm.

D.M. Young
Hon. Secretary

The new President, Mr. David M. Young, and Prof. Bakhshish Singh, host of the 11th World Conference in 1978.

The System of Distance Education

Dr. Börje Holmberg

THEME AND IMPACT

The tenth conference was based on a comprehensive pre-conference book, The System of Distance Education, and some papers which had been delayed and therefore not included in that volume. These papers appear in the first sections of the present volume.

The preparations of the tenth conference had thus been extensive. This was felt to be natural and important to all those taking part in the planning and running of the conference. By the bringing together of the world expertise on distance education in May 1975 we wished seriously to endeavour to illuminate and analyse our demaning conference theme, which was

The System of Distance Education

- an analysis of educational and administrative sub-systems and components, with reference to their

- purposes
- significance
- characteristics
- inter-relationship
- cost effectiveness

and the implications of these functions for the evaluation of distance education programmes with respect to

- information
- counselling
- student activities
- two-way communication

and, on the other hand,

- marketing
- management.

Those in charge of the conference hope that the papers presented and the discussions held proved to be valuable contributions to the study of distance education and to future work in the field at the same time as they constituted a few further steps towards full international co-operation.

When, as President of ICCE, I opened the first conference session on Tuesday, 13th May 1975, I referred to the wellknown, if not openly recognised, situation that educators too often limit their thinking to the forms and media usually applied within their own normal workday activities and tend to disregard what exists outside this. In this way we may become blind to new developments and new possibilities. In the world of business and industry it is felt to be necessary to use the specialised services and products of others in most types of work, and physicians recognize that different branches of medicine and surgery require not only special equipment but also specialised knowledge. This leads them to co-operate constantly and systematically.

Are we as wise as they are? Or do we regard it as axiomatic that our type of education provides all the right answers? We are aware that some of our colleagues in residential or oral teaching hardly seem to have noticed that Gutenberg made quite a useful invention a few centuries ago, but maybe we are blind ourselves, too?

With such queries in mind we found it important to study our type of work, distance education or whatever we call it, as a system consisting of sub systems and components. Which of the latter can be replaced by others and which should be replaced under some circumstances? What is distance education or correspondence education really good for and for whom is it best suited? Is it only another form of dissemination of knowledge and skills or is it by any chance a unique method or system of methods that can or is to make the learner independent and thus provide proper education which leads to autonomy in learning and thinking?

As a start in our endeavours to disentangle these problems we need analyses of our own system or systems of distance education. A humble beginning of this kind is, I think, what the 10th conference proved to be.

Expressing my great appreciation of the work done by the programme chairman, Mr. Gunnar Granholm, and the editor of the pre-conference book, Mr. Erling Ljosa, I described the collection of papers that the book consists of as an embryo. How has this embryo developed since the book was brought out? To what extent has it influenced our way of thinking and working? And what about this second volume of papers under the heading The System of Distance Education in this context?

During the conference, both in and between sessions, the systems approach and its application were discussed in a very thought-provoking manner, and I do not think there can be any doubt that the inspiration created in this way will influence our future work.

This volume intends to collect some of the ideas and crystallise some of the thinking that characterised the tenth ICCE conference. This, however, is an extremely difficult task, and I think it proper to describe this book simply as a modest attempt to reflect some essential deliberations.

Like the pre-conference book and the sections of this book that contain the papers arriving too late to be printed in the pre-conference book, the Proceedings reporting on the conference discussions consist of four parts, the first of which has the conference theme as its title, The System of Distance Education.

When trying to recapitulate what was said about the systems theme itself I find that a re-reading of Part I of the pre-conference book gives more clues to what was really in our minds than detailed reports on the various discussions although such were brought together by a number of rapporteurs working in an excellent way. Too many details sometimes tend to conceal rather than to give pronunence to the real outcome.

My thinking as influenced by the papers on the topic, above all the keynote address by Miss Renée Erdos on the system in terms of subsystems and characteristic functions, and the discussions reported on can be summarised in an attempt to describe a distance education system as follows:

1 Goals and Objectives

1.1 Analysis and Judgment of Needs
Sources: Official policy declarations
Existing syllabi, curricula and examination papers, authoritative text-books
Analysis of the wishes of the "consumers" (administration, industry etc.)
Analysis of the opinions of practitioners, i.e. those who work in the fields for which the study is intended to give competence
Mass media: Ideologies and discussions

1.2 Preliminary Definition of Goals
Translation of the findings of 1.1 into communicable goals in the cognitive, psychomotor and affective domains concerning the contents of study, the required level of achievement for the various parts of the subjects and the so-called terminal behaviour of the students.

1.3 Breaking down the main objectives as described in 1.2 into detailed objectives and specifying the conditions under which the students are to achieve the behaviour required: definition of quality and quantity to be demanded (how many correct solutions within a specified period of time, e.g.)

1.4 Re-appraisal of the objectives in relation to
- the requirements of the students and of society: how and to what extent can students influence the objectives?
- the relevance of the detailed objectives for the main goals
- the relevance of the objectives for the total education or training

2 Target group

2.1 The general background and pre-knowledge of the various groups of students

2.2 The milieu of students, atmosphere and attitudes in society

2.3 Students' attitudes to theoretical study, to the study methods concerned, to the objectives; the motivation of the students (promotion, social advancement, family traditions, self-actualisation)

2.4 Ability and capacity; age, professional and social experience, experience of study and study techniques acquired

2.5 Re-appraisal of the findings of 2.1 – 2.4 with a view to shedding light on the choice of teaching strategy and the starting levels

3 Contents and Structure

3.1 Translation of the terminal behaviour definitions of the objectives into descriptions of the matter to be studied (in so far as this has not already been done in connection with 1.2 – 1.3)

3.2 Arrangement of the study matter in sequences and units favourable to learning on the basis both of logical and of didactic-psychological principles

3.3 Judgment of possible needs for particular measures to be taken in the interest of motivation and to secure what has been learnt by repetition, application and exercises

3.4 Preliminary decision on modes of presentation for the various parts of the course

4 Organisation and Administration

4.1 The basic work condition: Distance study with or without elements of oral tuition and group work is the chosen general method

4.2 Organisation of counselling
- for prospective students
- for students enrolled

4.3 Organisation of procedures for applications, enrolments, selection, registration, dispatch, correction, comment etc.

4.4 Organisation of course development and choice-of-media facilities

4.5 Organisation of facilities for supplementary oral tuition and group work

4.6 Consideration of possibility and suitability of process – relations between school (university), tutors and non-personal course on one hand and students on the other hand; relations between fellowstudents

5 Choice of methods and media for the presentation of study matter – for distant study and for elements of oral tuition

5.1 Selection procedure, for instance according to Handal or Holmberg[1]

5.2 Judgment of different applications of the same media for specific purposes, for instance the use of printed texts and pictures of different kinds in relation to context (programmed texts, so-called 'visual presentation' etc.)

6 Two-way communication in distance study; methods and media

6.1 Counselling service

6.2 Didactic communication at the initiative of the school (university)

- compulsory and/or voluntary assignments to be submitted for correction and comment
- written solutions of written assignments; the problems of objective versus essay-type tasks, correction by scanning-machine or computer and the possible use of pre-produced comments or model solutions belong here
- oral replies (on audio tape or on the telephone) of written tasks or tasks given orally
- telephone consultations

6.3 Communication at the initiative of students

- written questions and replies, counselling by correspondence
- telephone consultations

6.4 Comments on solutions referred to under 6.2 and 6.3; the possible use of a computer to provide individualised explanations in spite of automatic correction

7 Course Creation

7.1 Drafting of courses inclusive of illustrations

7.2 Preliminary decision on the use of the facilities available, referred to under 4, and on distribution of study matter and skill exercises on distant study and oral tuition respectively; drafting instructions for oral tuition planned

7.3 Production of non-print media (audio and video tapes, etc.) and creation of problems, questions and other tasks for two-way communication and further material to be pre-produced according to 5 and 6

7.4 Re-appraisal of 7.1 – 7.3 to bring about complete media integration

7.5 Final production of the first version of the courses

8 Evaluation

8.1 Formative course evaluation in the course of work referred to under 7 and during the use of the course; study of the progress and difficulties of students, their questions and attitudes, interaction with representatives of the school (university) and with fellow-students

8.2 Summative evaluation through judgment of the final examination results of the students and of the relation between the objectives and the final outcome

9 Revision

Continuous revision of the presentation of learning matter, the two-way communication and the organisation of the work on the basis of the formative evaluation, if possible starting as early as after the first experimental use of individual course units.

Maybe other conference participants conceived similar notions of a system, naturally not identical, but in principle based on the same kind of thinking congenial to the approach of the conference?[2]

NOTES

[1] G. Handal, On the Selection of Relevant Media/Methods for Defined Educational Purposes, in: FHSC pre-workshop book The Selection of Relevant Media/Methods for Defined Educational Purposes within Distance Education, NKI-skolen, Oslo 1973, pp.1–32.
B. Holmberg, Distance Education, A Short Handbook, Hermods, Malmö 1974, pp. 17–18.

[2] A parallel most valuable approach to course development is to be found in a recently published Norwegian book, Brevkursproduksjon i lys av systemtenkning. Brevskoleradet – Norsk Brevskoleforbund, Oslo: 1975 NKS-Trykkeriet.

Modes of Teaching in Distance Education

Mr. Erling Ljosa

The purpose of the 10th ICCE conference is evident from the conference theme, which was worded by the programme committee: "an analysis of educational and administrative sub-systems and components" within the overall system of distance education. The speakers were invited to make use of a systems approach, and to carry through a rather minute and detailed analysis of distance education.

The introduction to the pre-conference book stresses that distance education is "one aspect of an integrated variety of methods whereby human beings strive to learn". And from some further remarks on methods I shall quote one passage.

> "The time seems to be passing rapidly when one method of education can function alone to the exclusion of all others, if indeed this was ever the case. Today's compex societies demand inputs from a variety of educational methods, and traditional as well as non-traditional methods are required increasingly to meet the unique needs of the learner in a way or in ways convenient for the learner."

Against this background it seems urgent to analyse "purposes, significance, characteristics, interrelationships, and cost effectiveness" of various media and modes of teaching within distance education.

In my opinion this purpose was only partly fulfilled by the conference. Many papers were too much case-studies, and not analytical enough in approach. Nevertheless, we could record many valuable discussions and interesting viewpoints.

Obviously, the variation of backgrounds was considerable. Some participants came from well established institutions, working within a regular pattern, with traditional correspondence instruction as the main ingredient, using other methods and media only as an enrichment in a few cases. Other delegates represented programmes and institutions which were created as an answer to certain educational problems and needs, developing their organisation and their pattern of work from their special situation. In many cases a mass medium is the main element of these educational systems.

The use of mass media

Several papers dealt with the use of mass media, and most of the papers discussing the system of distance education as a whole offered mass media a distinct place within the system. This tendency was perhaps more explicit for developing countries than for industrialized countries there are no near connections between (in many cases public) broadcasting companies and traditional (private) institutes of correspondence education. Thus, Mr. Conrad Wiedhaup mentioned

> "a. the unfair competition between mostly private home study institutes and other forms of education being part of the System, the educational establishment, the latter being fully subsidized, the former as a rule struggling for its financial life;
>
> b. the unfair competition between especially correspondence education and the state controlled or state owned modern mass media like television with its enormous propaganda impact.»

In spite of this, several broadcasting companies have developed systems including correspondence instruction as one component. Thus, there is a common trend towards integration of mass media into a more comprehensive system. The educational needs of a society cannot be met by mass media only.

Which are then the purposes/the significance of mass media as a component of an educational system?

As far as I can see, there are two main characteristics of these educational problems for the solution of which mass media as a rule are judged to be indispensable:

1. The target population is large, cf. the mass campaign "Mtu ni Afya" described by Budd L. Hall. This also happens, though often in a smaller scale, when an occupational group is in need of some kind of recurrent instruction.
2. The target population is in some respects deprived or underprivileged. In a paper by Grattan and Robinson it was argued that a very large precentage of adults, even in an industrialized society, suffer from some measure of deprivation, for instance in communication, in work, in the community, due to enforced unemployment, and due to home conditions.

In the first case (large target population) mass media represent convenient (but not indispensable) distribution channels. In the second case (deprived target population) mass media are called for because of their motivational or recruitment potential, television also for the sake of concretization and visualization.

There was a common emphasis in the papers presented to the conference on the view that mass media ought to be supplemented by printed material, and that the participants preferably should have the opportunity to discuss broadcasts och printed text in local

study groups, possibly in connection with correspondence instruction and two-way communication.

In order to make such a model work, there is a need of a "distribution system", or better a "communication system" through which the programmes are made known to people who need them, and through which the needs and the experience of the community are brought back to the planners of education. I felt that many of the delegates in Brighton were searching for a kind of "network" for learning. Mr. John Cain of the BBC put it this way:

> "We are, in other words, talking about a loosely-knit federation of interests and organizations including broadcasters, publishers, Government departments, trade union and management interests, correspondence colleges and any other groups who feel they can co-operate to get people on to the appropriate part of the network.
>
> We are talking of an amoeba reaching out here, retracting there constantly flexible, responsive, participatory and changing, not a new block of concrete, a new institution."

Mr. Tony Dodds summarized his experience from very different communities in the need of linking existing mass communication media to existing face-to-face meeting points to provide wide-flung learning networks. In this way learning opportunities can be made available to people wherever they gather for social, cultural or economic purposes, for instance in youth clubs, farmers associations, social welfare centres, community associations, religious guilds, co-operative societies, factories, and trade union branches.

The analysis of the modes of teaching within distance education should certainly include comparative studies of selected mass media projects with regard to components, methods, subjects, target population and other circumstances. Such studies were asked for by Miss Renée Erdos in her keynote address, and to some extent given during the conference. However, I feel that we need more systematical analyses, where facts and experience are put together within a thorough, theoretical framework.

The combination of several media

Apart from the discussion of mass media there was also considerable general interest in the combination of different methods and media. Thus, the statement that distance education is an aspect of an integrated variety of methods, was strongly confirmed. Among others, Dr. Lampikoski sketched several models of integration of oral teaching within a distance education system. Dr. Rebel talked about the combination of different media in a multi-media system, and Dr. Peters discussed the educational system of the German Fernuniversität in Hagen.

Again, there is need for further theoretical analysis, combined with practical experience, and the systems approach seems to be a valuable tool, both for planning and for evaluating educational programmes. In the future, perhaps at the next conference, we ought to take another step forward along this road, refining our analytical efforts and tools, comparing different programmes within a common conceptual framework.

Individual media and methods

Some papers dealt with individual media, their characteristics and possibilities. In spite of some good contributions, no systematical examination emerged, and the angles of attack were quite different.

The role of the written word was discussed in a couple of papers, and there was also a paper on non-written material. Special attention was devoted to the telephone in papers from Canada, England, and Sweden. The strength of the telephone medium lies within two-way communication, and it will be interesting to follow new developments in this field.

Very interesting was also the paper of Dr. Heckscher on "Visual literacy and distance education". Dr. Heckscher argued that we should stop looking at visual language as the poor relative of verbal language, and recognize its immediacy and its richness in communication. Though presenting a challenge, Dr. Heckscher warned us that the visual languages depend on cultural background and are not so easy to learn.

What about correspondence education?

The conference theme was distance education, not correspondence education. There was indeed no extensive discussion of the characteristics etc. of correspondence education as such. Isn't that rather strange, the conference being an ICCE-conference?

My answer is both yes – and no. Correspondence education may be looked upon as one "mode of teaching" along with others, as often has been done. But just as distance education is one aspect of different methods, correspondence education may be regarded as another aspect. This latter aspect I feel may be defined as two-way communication bridging the distance. Then correspondence education is no narrow concept, confined only to one medium and one method. It is a common name to be used to describe numerous variants of educational systems, all of them with a certain "contact structure". Counselling and guidance at local or regional study centres, communication by telephone and by sound tapes etc. may then be included in the wider concept of "correspondence" education, in addition to the traditional communication by printed text and writing.

If this extension of the concept is accepted, then it is possible to defend the statement that correspondence education is one of the really fundamental components of the system of distance education.

Distance Education and the Open Learning Trend

Dr. Börje Holmberg

A paper submitted by Dr. Michael G. Moore to the 9th ICCE conference in 1972 on the autonomy of the learner has inspired much fruitful thinking also bearing on the 10th conference and like one of the contributors to The System of Distance Education (H.C. Pratt) I find it proper to quote an important statement made by Moore:

> Apart from the expansion of correspondence study as forecast by sociologists and economists it will be more in demand for truly educational reasons. The theory of independent learning should not, therefore, give undue weight to the distance separating the learners and the teachers, nor to the communication media that can bridge that distance. It should reflect a growing commitment to the nature of idiosyncrazy, creativity and the maturing of every personality; to the development of autonomous learners.

There can be no doubt that among our colleagues many would like to introduce a system of distance education that could give the students a continuous choice between different kinds of study items, methods, media and types of two-way communication. The American University-without-walls movement is often seen as something of an ideal model. The student who himself/herself defines objectives and selects methods and media, by means of which these objectives can be attained, is autonomous, indeed.

There are, on the other hand, many restrictions in the learning/teaching milieu that work contrary to the endeavours to bring about the autonomy thus desired. The contributions to the 10th ICCE conference bear witness to this. Some of them do not question the necessity of restrictive organisational frames and rules concerning, for instance, annual examination periods or compulsory face-to-face sessions, whereas others expressly favour a radical breach with all conventions that limit the autonomy of the student. Thus R.M. Delling in his paper to the conference questions the relevance of the drop-out quota in the frequent cases when no study has been made of possibly existing differences between the individual student's learning goals and the goals of the educators who planned the course. He also asks what gives politicians, planners and educationists the right to decide how long an educational process may last, i.e. within what time a course must be finished.

Deliberations like these played an important part in the discussions at the 10th ICCE conference. It is evident that many of us find ourselves in something of a dilemma between principles that we cherish and the hard facts of our social surroundings. K.C. Smith in his paper expressed this like this:

> The dilemma, as I see it, lies in the fact that external studies depend essentially on an independent learning situation and must be designed so that the motivated mature age student can plot his own path through a particular course with a minimum of outside assistance. On the other hand, systems which rely solely upon the stamina, perseverance and intellectual capabilities of its students to survive the rigours of external studies, are likely to be deemed second-rate, and perhaps even irresponsible. The compromise, it seems to me, is to provide a core of independent learning material but add other elements that provide incentives to study and ensure that there are opportunities for staff/student contacts and regular student group activity.

Maybe the compromise approach can claim that there are tangible research findings to support it. Ausubel[1] states there is proof that guidance of discovery learning is more effective than both complete discovery and retention learning, "particularly in the retention and transfer of problem-solving skills". He says: "The provision of complete guidance is tantamount to presenting the learner with the essential content of the learning task (reception learning), whereas the absence of any guidance whatsoever requires completely autonomous discovery. The degree of guidance furnished in most instances of discovery learning typically falls between these two extremes." Ausubel then goes on to exemplify the effective compromise form which he calls guided discovery.

In the discussions concern was expressed that the open learning trend might induce students to choose subjects and combinations of subjects in such a way that they find it difficult to derive practical benefits from their training. The whole question what kind of study is valuable both to the individual and to Society was looked into with the understanding that few communities will be prepared in the long run to invest large sums of money in types of education for adults which do not seem to yield any practical results in the form of competence and ability.

Representatives of developing countries characterised the great interest in individualisation and in catering for individual interests as a kind of Western luxury. In their countries it was regarded as necessary to plan education for purposes of economic growth.

The integration of the methods of pure distance education with oral instruction is a subject that evidently needs looking further into. The risk that a tutor in a regional study centre for distance students acts as a lecturer or teacher and thus takes over the tasks of the pre-produced course is far from negligible. In a number of

contributions to the discussions of the conference this was made quite clear. An efficient teacher can when he/she meets students face to face by his/her very efficiency create confusion and impede students' progress rather than facilitate it. The students may get too much teaching if they follow both a self-contained/self-instructional course and oral teaching. They may also get into something of a conflict situation by different approaches to the subject from the course and from the teaching tutor. For this reason it was felt to be most important that tutors in study centres should primarily be advisers and – as far as possible – contribute at the initiative of the students. This was stressed not only by those anxious to facilitate the autonomy of students, but also by speakers who in a more general way expressed an interest in efficiency.

Something of a media discussion also took place in connection with the study of the open learning trend. The use of recordings are useful as running commentaries to drawings and other pictures, they can provide patterns for how to refer to symbols when talking, for instance in mathematics, how to pronounce foreign and unusual terms etc. Even role playing was mentioned as an area in which audio tapes could be used in distance education.

A somewhat wider general approach to the choice of media in developing countries and elsewhere where there is a shortage of funds was also discussed in this context. The question was put whether under such circumstances almost exclusive use should not be made of printed courses and course elements and whether methodological development work had not better concentrate on how to teach better by means of the written word in favour of a study of the potentials of other media. It is evident that views like these are rather representative of many educators, particularly in developing countries. On the other hand there is an awareness that the audio-visual media are often more effective than printed message in reaching the really deprived sections of the communities and that this would seem to indicate that eliminating such media from the educational process would mean eliminating numerous students.

The training of tutors for distance education in general and for guidance of autonomous studies in particular is a matter that has not been given the attention it deserves. Many conference participants stressed the importance of such training, but had to admit that very little of it actually occurs. What should the training include and how should it be arranged? In the form of a course for distance study? What are the needs of those who create courses, those who guide the students' work in study centres and elsewhere where they meet their students face to face? Considering the great interest in distance education that prevails in many countries and the initiatives now being taken to introduce various forms of distance education as parts of national systems, schools and universities, the need for training and information campaigns about the essentials of this form of study is great today. The trends towards lifelong and recurrent education that are now being universally discussed and that will have to lead to some sort of action within the next few years makes this even more necessary. Serious mistakes and failures can be avoided only if those of us who have real experience of the field contribute to information and training.

A great number of other aspects were considered in the conference discussions about the open learning trend. One was the desirability and difficulty of translating and adopting courses and procedures developed in foreign countries. Some successes and some failures could be reported on. It may be proper here to mention that OECD (the Organisation for Economic Co-operation and Development) through its Centre for Educational Research and Innovation (CERI) have made a serious study of this problem. The OECD study is known under the name of Transfer of Curriculum Development Projects and Learning Systems.

There seems to be little reason to report more in detail about the deliberations on the Open Learning Trend. The basic material is available in the conference publications The System of Distance Education, which have actually proved to be important contributions to the study of the methods we are applying. The most proper way to sum up seems to me to be to refer to the papers thus published and to establish the fact that the open learning trend, individualisation and the requirements of the autonomous student are important elements in the system of distance education which require much further study.

NOTE

[1] Ausubel, D.P., Educational Psychology. A Cognitive View. Holt, Rinehart and Winston, New York 1968, pp. 301 – 302.

Student Service, Student Activity and Two-Way Communication

Mr. Erling Lorså

In her keynote address Miss Renée Erdos identified "student service" as one of six distinguishable sub-systems of distance education. The other sub-systems are

- educational programme
- teaching material
- management
- finance
- evaluation

The components of student service in Miss Erdos' instructive diagram are the following:

- information
- admission
- counselling
- teaching
- examining

Obviously the sub-system of student service implies in all its components extensive two-way communication, indeed it is *defined* by this communication. In other words, by student service we may understand all those functions within a distance education institute which are dealing with contact with students – in teaching as well as information, counselling etc. These are very important functions, both from an economical and a paedagogical viewpoint.

I suppose that Miss Erdos' model should be regarded as an *administrative* model of "the system of distance education", not as a pedagogical one. It is the services/functions of the institute that are divided into sub-systems, not the pedagogical process. Therefore, the activities of *the student* are not included in the model, although we all know how important student activities are to the process of learning. We have therefore on the one side the institute/school (with its six sub-systems), on the other side the student, in whom the goals of the institute are (or are not) fulfilled. With the concept "two-way communication" we are describing the contact between institute and student, and the very concept stresses the mutual dependence between them.

If we now try to look at the system of distance education from the student's point of view, we become aware of different aspects of the student's activities. The student may perhaps also be considered as a "system", with its "sub-systems", for instance objectives, experience, community relations, motivation, capacity. In fact, all the various functions of the distance education institute will be placed under a common perspective, and that will be the main function of student service. The other five sub-systems of Miss Erdos' model will now become sub-functions of this one main function – whatever the institute is doing, it is doing service to the student. This change of perspective is only one example of the very legitimate point which was stressed strongly by Mr. Delling. He said, "When one has become accustomed to viewing the problems of distant study from the perspective of those who learn and their individual and social situations, one looses all interest in such discussions about the "theory of education" which deal only with the problems of the teachers."

The difference between these two perspectives on distance education may be illustrated by a couple of simple figures.

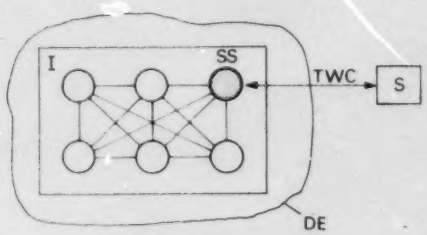

Fig. 1 Distance education as an administrative system

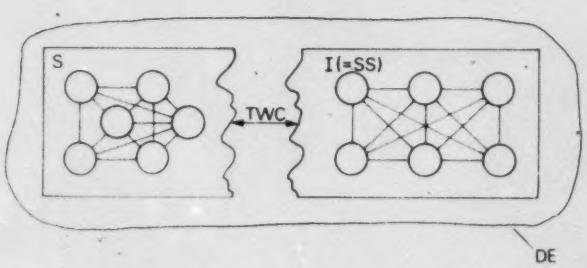

Fig. 2 Distance education from the student's point of view (as a paedagogical system)

Key:

I = institute
SS = student service
S = student
TWC = two-way communication
DE = the system of distance education

The figures show the situation of one single student. Of course the model should be extended to include the interplay of the student and the institute with *groups* of students and with the community and its demands, goals, and conditions.

In Brighton, both of these viewpoints and methods of analysing distance education were represented. With good reason the first one (the administrative perspective) was predominant. We are all on the institute's side of the interplay, and we are eager to make this side work well. Often we feel more like administrators of teaching than like "student servants" doing our best to assist those who are learning. If we imagine a conference with as many delegates from the students as from the schools, I think the picture of the system of distance education would look somewhat different. However, let us stop for a moment to consider what was actually discussed at the Brighton conference.

Several components of Miss Erdos' model were dealt with by papers and in discussions.

1. *Information*

Mr. David M. Young discussed thoroughly the characteristics of informative publicity material and the preenrolment correspondence, including advertising, prospectuses, reminders, and personalised correspondence. This topic was also discussed, in the context of public evaluation of correspondence schools, by Mr. Karow and Mr. Storm. Supplementing each other, these two papers offered a comprehensive analysis and set up reasonable criteria of good and fair information.

In the discussion of Mr. Young's paper, the question arose whether there is need for a "National Advisory Service", offering information of various correspondence programmes and institutes. Personally, I believe that in many countries students would benefit from some kind of public advisory service, supplementing the information availabla directly from the institutes.

Information was mainly discussed on the basis of institutes having definite course programmes to inform students about, and asking the student only whether his/her previous knowledge is adequate. However, when the starting-point is a definite educational problem, the "information" component becomes a different one. It is now mainly a question of information about educational needs and resources, to be used in the *development* of a programme, e.g. a mass campaign. In this case the information is perhaps canalised through organisations/community institutions, and serves the development and adaption of the programme as well as the recruitment for participation. This problem-oriented aspect of information was not analysed very much in Brighton.

2. *Admission*

This component was mentioned mainly in connection with "the open learning trend", and I shall not comment it any more.

3. *Counselling*

No paper dealt exlusively with counselling. Obviously the open learning trend implies more weight on counselling, and this fact was repeatedly pointed at. There was also a tendency to stress the counselling function of local study centers.

4. *Teaching*

There was a marked interest in the role of the teacher in correspondence education. Mr. Lamacraft and Mr. Harris discussed the role of the teacher from different angles – the preparation of teachers (Lamacraft) and the attitudes and backgrounds of teachers (Harris). In addition, a couple of papers on two-way communication should be mentioned in this context. In his paper Mr. Flinck related two-way communication to teaching, discussing the effects of 1) assignments, 2) contacts by telephone and 3) face-to-face teaching in distance education systems.

Mr. Perraton, on the other hand, discussed the possibilities of establishing a dialogue between the teachers and the students, the latter ones being treated not as mere recipients, but as knowing subjects with control over their own lives and their future and with a right to that control. To obtain this, the function of teachers must be changed:

> "Now, if the function of the educator is first to go out and discover what needs to be taught, and then – in a distance teaching system – to produce materials so that the necessary teaching can be offered far and wide, even where there are changing his function radically. He has become a writer, and a student . . . . . a student of people's educational needs . . . . . And so, the distance teaching system I am arguing for may result not only in the liberation of the students, from the sort of dependence which Freire rightly sees as a paradigm of the colonised situation, but in the liberation of the teachers, from the tyranny of being in an equivalent colonising position."

5. *Examining*

A few aspects of examination and evaluation of students were discussed, but the conference did not analyse this problem in its full extent.

There is a fundamental agreement that the student's activity is important for learning. But here, too, two different approaches are possible:

1. How can the study material stimulate and direct the necessary student activity (by guiding the student's work habits, posing questions, giving exercises and assignments)?
2. What are the activities constituting the learning process? How can the institute assist the student in this process? Are the needs different for different students or different learning tasks?

None of these approaches appeared in its full scope in Brighton, but both of them were highlighted to some extent.

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When looking back at the Brighton conference, it strikes me that the systems approach, being a common starting point of many papers, did not lead to a standardisation of thought patterns or of viewpoints. But I don't believe this to be a sign of imperfection. The systems approach is definitely not a technique to be used only for the development of multimedia distance teaching systems. Neither is it a threat against spontaneity and imagination in education. It is a method of analysing complex situations, and a fruitful mode of thought which is applicable to various circumstances and different angles of view.

Constitution

Part I. Name

The name of the organisation shall be "The International Council for Correspondence Education".

Part II. Objects

The objects of the Council shall be:

(a) to promote knowledge and improvement of correspondence education throughout the world.

(b) to foster good fellowship and better understanding among correspondence educators of all nations.

(c) to exchange publications, lesson material, and other information respecting the growth and organisation of correspondence education.

(d) to hold conferences, demonstration programmes and training sessions, for members and others interested, from all countries, for the discussion of correspondence education.

(e) to publish the proceedings of the Conferences of the Council.

(f) to carry out such other activities as may be considered advisable to promote any or all of the foregoing objects.

(g) to assist in the development and strengthening of regional and national associations; to encourage a mutually cooperative relationship between such associations and the International Council, and to collaborate as appropriate in programmes for the improvement of education and the profession.

Part III. Membership

The membership shall consist of:

(a) organisations engaged in correspondence education (the designation for each such organisation shall be "member institution").

(b) individuals interested in the improvement of correspondence education (the designation for each such individual shall be "individual member").

(c) individuals who have distinguished themselves in the field of correspondence education, and who may be so designated by the Council on the recommendation of the Executive Committee and elected as Honorary Members.

Part IV. Subscriptions

(a) The subscriptions for member institutions and individual members shall be on an annual basis in an amount determined by the Executive Committee.

(b) Conference fees shall be established by the Executive Committee and shall be in addition to the annual subscription.

(c) Honorary members shall not be assessed annual subscriptions.

Part V. Administration and Executive Committee

SECTION 1

The administration of the Council shall be vested in an Executive Committee which shall consist of the immediate past president, a president, and five (5) vice-presidents elected at a business session of a council conference. Officers shall hold office until the next election is held.

SECTION 2

The following additional members of the executive committee shall be appointed by the elected officers to serve ex-officio:

(a) Secretary
(b) Treasurer
(c) Conference Manager
(d) Such other members as the elected officers may determine.

SECTION 3

During periods when the Council is not in session the Executive Committee shall control the Council's affairs. The Executive Committee may also make appointments to fill vacancies in elective offices.

SECTION 4

The Council shall hold a General Meeting during each Conference. The Executive Committee shall then submit a report on its work. At the same time the Treasurer shall submit an interim statement of accounts. In addition, following the completion of his financial responsibilities at the end of the Conference, the Treasurer shall within six months submit to his successor a final statement of accounts audited by an external auditor with a copy thereof to the President.

Part VI. Meetings

The International Council shall hold regular conferences at intervals of three to five years at such place and time as may be determined by the Executive Committee. Not less than twelve months' notice of such conference shall be given to current and former members.

Part VII. Voting

(a) Each member institution is entitled to have 3 (three) representatives with the right to vote at each business session.

(b) Each individual member is entitled to have one vote at each business session.

(c) There is no provision for vote by mail or proxy.

Part VIII. Amendments

This constitution may be amended by a majority vote of any Council session provided that at least two days' notice of the proposed change has been given the Council in session.